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ABSTRACT

This compilation describes self-selected programs and is a guide for ideas and possible solutions to problems for educational personnel serving special needs populations. Programs are categorized by 19 exemplary career-vocational education components. These components and the five major areas into which they are grouped are as follows: (1) program administration (strong administrative leadership and support; sufficient financial support; formative program evaluation; summative program evaluation); (2) curriculum and instruction (individualized instruction; integration of academic and vocational curricula; appropriate instructional setting; cooperative learning experience); (3) comprehensive support services (assessment of individual's interests and abilities; instructional support services; ongoing career guidance and counseling); (4) formalized articulation and support (parental involvement and support; notification of both students and parents regarding vocational opportunities; vocational educators' involvement in individual education planning; formalized transition planning; intra- and inter-agency collaboration); and (5) occupational experience opportunities, placement, and follow-up (work experience opportunities; job placement services; and follow-up of graduates and non-graduates). Each description provides the following information: program name; school site; contact person; telephone number; audience served; overall school/program setting; component description; and indication of other components under which the school/program is listed. An index lists the 30 schools/programs and the components under which each is listed. (YLB)

ED333184

Promising Practices

for Special Needs Youth in Career-Vocational Education

Impact
PROGRAMS

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PROMISING PRACTICES
FOR SPECIAL NEEDS YOUTH
IN CAREER-VOCATIONAL EDUCATION

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PROMISING PRACTICES FOR SPECIAL NEEDS YOUTH IN CAREER-VOCATIONAL EDUCATION

Continual requests from vocational education educators working with disadvantaged, handicapped, and Limited-English-Proficient students, motivated the development of a resource that could be used to assist educational personnel to better serve these special needs populations. A statewide Special Needs Advisory Committee endorsed the proposal for a compilation of promising practices in Career-Vocational Education. A project was then developed to identify programs and develop a document that could be disseminated to Career-Vocational Education personnel.

A project conducted at the University of Illinois as part of the NCRVE/TASPP Exemplary Program study by professors Carolyn Maddy Bernstein, L. Allen Phelps and Thomas R. Wermuth resulted in the development of 19 exemplary Career-Vocational Education components that should be present in Exemplary Programs Serving Special Needs Populations. With permission, the California project has adopted these components in the development of its compilation of promising practices in Career-Vocational Education.

In order to identify programs with promising practices, statewide Career-Vocational Education personnel were asked to refer programs that exhibited one or more of the 19 components of an exemplary program. Subsequent contact with the programs resulted in this document.

The programs described in this document are self-selected and are not to be considered "model programs." They might well be "models," however, such a designation is subjective, and what is a "model" to one individual might not be so to another. The practices described here are to be a guide for ideas and possible solutions to problems. We hope that users of this document will be able to adopt, adapt, combine, or create new practices to better serve Career-Vocational Education students with special needs.

The Special Needs Unit hopes that you will provide comments on the usefulness of the document and will suggest additional practices to be added in the future.

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Component: 1 Strong Administrative Leadership and Support

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:

Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:

(916) 891-2929

Audience Served:

X__ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X__ Disadvantaged
X__ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X__ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

From the Education side of the program, the County Superintendent of Schools, the ROP Director, and the Vocational Coordinator, work cooperatively with the district principals and Special Education directors and bring in the leadership of the local DR Rehabilitation supervisor. These staff meet annually to review the program and make suggestions for the next year. The biggest support is in the administrative staff placing a high priority on Transition programs and authorizing funds, time and support for the "in the field" staff.

This School/Program is also listed under the components marked below:

1	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 1 Strong Administrative Leadership and Support

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

- _X_ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- _X_ At-Risk Youth
- ___ Displaced Homemaker.
- ___ Incarcerated
- ___ Adult Education
- _X_ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- _X_ Other ______________________________

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The Vocational Career Plan is strongly supported by the administration within the Clovis Unified School District. We have developed and are improving a curriculum for the Special Day Class population that goes from the 7-8th grades and progresses to the high school (9-12).

The administrations at both school sites are actively involved in understanding the curriculum and its implications both to the student and to the general population. Meetings are held with the administrators regularly to up-date them on our programs and what the impact is on each school site. They have become involved with the program through financial support, staff flexibility, and in-school awareness among the other staff members on their campuses.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 1 Strong Administrative Leadership and Support

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:

Corinne Beacham

Telephone Number:

(714) 979-1955

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
X Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ______________________

Overall School/Program Setting:

Coastline is a joint powers ROP covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one, thirty-hour week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive backgrounds in vocational special needs.

Component Description:

Coastline Regional Occupational Program has provided leadership in the vocational special needs field in the area of integration of special needs students in vocational education. Fourteen years ago, the Special Needs Department was established to facilitate this practice. Over the years, the program has grown to include six full-time individuals, including three credentialed Transition Services Specialists, one ESL/Teacher Specialist, two Rehabilitation Aides as well as a part-time Job Developer. For the first 12 years of operation, the department was operated with no additional funds. During the past two years, Workability II, JTPA and Carl Perkins have been accessed to expand and improve the program.

The administration is continually providing opportunities for staff to receive inservice training on strategies for integrating students with special needs into vocational classes. Support for conference participation exists as well.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	[✓ 7]	8	9	10	11	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 1 Strong Administrative Leadership and Support

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:

Jack Marlowe

Telephone Number:

(415) 837-3221

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Del Amigo is led by a principal who is directly responsible to the Director of Secondary Education at the District Office. The support provided by the district office is exemplary, including and beyond planning for the new school. The most interesting thing about the decision making at the school is that the faculty meets almost every day and all major decisions are made at these meetings. The staff meets for half an hour Monday through Thursday. Mondays and Wednesdays are used for business matters, general announcements and the review of important decisions, ranging from budget allotments to whether or not to enroll a high-risk student. On Tuesdays and Thursdays, the staff meets to discuss specific student problems. Responsibilities are given to various staff members to help solve a particular student problem. Other cases are reviewed. This gives a chance for the whole faculty to be involved in a particular problem, making sure the student is seen in various lights. This shared decision making process seems to yield plans that are in the best interest of the students and the whole staff.

This School/Program is also listed under the components marked below:

1	[✓ 2]	[✓ 3]	4	[✓ 5]	[✓ 6]	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 1 Strong Administrative Leadership and Support

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

The program is administered by a coordinator. This person assesses each applicant's basic skills, qualifying profile (the student having missed 45 days or more of school, or having been expelled). An interview is then conducted with the student and parent. Once a student has been enrolled, the coordinator then is responsible for overseeing attendance and discipline, curriculum and continued educational progress and placement.

The coordinator participates in the development of the annual budget and its disbursement. He or she interviews new staff and evaluates classified employees. This person participates as a SARB member and remains current with alternative educational programs. In addition, the coordinator is responsible for maintaining all records and submitting reports to the California Department of Education as requested.

This School/Program is also listed under the components marked below:

1	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 1 Strong Administrative Leadership and Support

Program: Special Education Program

School Site:

Live Oak High School
Morgan Hill Unified School District
P.O. Box 927
Morgan Hill, CA 95038-0927

Contact Person:

Carol Zepecki

Telephone Number:

408-779-5272

Audience Served:

- X Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- ____ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- X Other Special Education

Overall School/Program Setting:

The Morgan Hill Unified School District is a K-12 district in the Santa Clara Valley south of San Jose, California. 8,600 students are served in eight elementary schools, two middle schools, one comprehensive high school and one continuation high school. Approximately 800 students receive Special Education services in special class, resource specialist and speech and language specialists programs.

Special Education students in grades 10-12 are enrolled at Live Oak High School, the district's comprehensive high school. The Special Education program at this site functions through a departmentalized approach with five staff members providing support and academic coursework to 80-125 students.

The staff at the high school has been involved for over ten years in a process that includes job placement for student graduates. During the past four years, they have formalized this process. As a result, the majority of students leaving the program at Live Oak have had some opportunity to work, have a program plan for future employment, and have the necessary skills to keep a job.

Component Description:

The support in this area has been extensive. The Assistant Principal at Live Oak participates in all conferences for students. She has also monitored student performance and helped to secure both paid and non-paid work experience opportunities.

District office staff assists in conducting mock interviews with students, provides funding for field trips, covers classes so teachers can work with students or attend meetings, writes grants and monitors grant budgets and paperwork, develops curriculum and attends interagency/interdistrict meetings to help the staff network and gain information about programs.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 1 Strong Administrative Leadership and Support

Program: Mission Trails ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:

Patrick Keating, Vocational Coordinator

Telephone Number:

(408) 753-4209

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
__ Displaced Homemaker
X Incarcerated
X Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
X Other GAIN

Overall School/Program Setting:

Mission Trails Regional Occupational Program is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

The director of Mission Trails ROP supports the program by providing a sufficient budget for staffing and space for the assessment center. The ROP Coordinator of the Salinas program is the administrator in charge of the assessment program and started the program in 1975. The Director of Special Education of the Salinas Union High School District staffs one member of the assessment program and provides access to records and IEP procedures.

Six staff members and an administrator are assigned to the assessment program. ROP funds are used to pay salaries, and buy supplies and assessment materials. VEA funds are used to supplement salaries and guidance materials. Special Education provides one staff member for SPED students and the Exploratorium aide for middle school students.

It is necessary to combine different programs and services together in order to finance the on-going costs of this assessment process. Personnel, up-dated assessment materials and continuous in-services of staff are required.

This School/Program is also listed under the components marked below:

1	[✓ 2]	3	4	5	6	[✓ 7]	8	[✓ 9]	10	11	12	13	14	[✓ 15]	16	17	[✓ 18]	19

Component: 1 Strong Admintrative Leadership and Support

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:

Virginia Boone

Telephone Number:

(209) 637-1200

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

During 1989-90, the first year of implementation, the assistant principal of student services attended the four day summer camp to serve as the on-site administrator. The assistant superintendent and principal participated in activities on one of the days at camp and at the business mentor/student luncheon. High school and district administrators supported the establishment of a new course, Business Leadership, an outgrowth of the summer camp, starting 1990-91.

This School/Program is also listed under the components marked below:

1	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	[✓ 16]	17	18	[✓ 19]

Component: 1 Strong Administrative Leadership and Support

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:

Kevin Brown, Principal
Jerry Courter, Unit Administrator

Telephone Number:

(916) 662-4678

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School is organized into six Career Paths: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; and Social, Human, and Governmental Services. Every student chooses a career path, and every teacher, administrator, and counselor does so as well. The administration has empowered teachers by allowing at least one member from each career path to become part of the Steering Committee. In addition, the principal and other administrators have recognized that the staff must establish an appreciation and understanding of each department's contribution toward meeting the varied student needs. Vocational and academic education must be viewed as complementary instead of competitive educational strategies. Steering Committee members are from both vocational and academic departments, and they have a common prep period which facilitates meetings. The Committee's recommendations are seriously considered by the administration. Integrating vocational and academic curricula is a school priority led by the principal and the Steering Committee, a priority which has resulted in 35 vocational courses approved for graduation credit.

This School/Program is also listed under the components marked below:

1	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 2 Sufficient Financial Support

Program: Anderson Valley Agriculture Institute

School Site:

Anderson Valley Agriculture Institute
18200 Mountain View Rd.
Boonville, CA 95415

Contact Person:

Steve McKay

Telephone Number:

(707) 895-2514

Audience Served:

☐ Handicapped
☐ Limited English Speaking
☐ Pregnant Teen/Teen Parent
☐ Migrant
☐ Disadvantaged
☐ At-Risk Youth
☐ Displaced Homemaker
☐ Incarcerated
☒ Adult Education
☐ Alternative Ed. (academies, continuation HS, Etc.)
☒ Entire School Population
☐ Other ______________________________

Overall School/Program Setting:

Anderson Valley Agriculture Institute is a comprehensive high school with a specialized secondary school program focusing on the sustainable agriculture production with emphasis in international agriculture and marketing. Students are from grades 9 through 12. Some 7th and 8th grades are involved, and some adults are served through the community college and ROP. There is a major exchange program with students from the Pacific Basin, Poland, Europe, and Costa Rica. The exchange programs bring foreign students to study in Boonville, and the American students have an opportunity to learn about agriculture in other parts of the world. The school has a farm where students gain actual experience in the operation of various farming and marketing enterprises.

Component Description:

The objective of the school is to train students for jobs and for future study at colleges or universities and to serve as an international model program for agricultural education. Funding comes from multiple sources, including ROP agriculture incentive grants, district support, specialized secondary school programs, industry grants, Department of the Interior, National FFA, and Sister Cities International. Students are also involved in development projects for foreign countries.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 2 Sufficient Financial Support

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☒ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other

Overall School/Program Setting:

TheButte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

The program supports 8 staff, paying salary and benefits for the following: 1 full time Vocational Coordinator, 1 full time Job Developer, .5 Self Esteem Workshop Instructor, 1 full time Vocational Aide, 1 full time clerical support person, 1 full time Vocational Rehabilitation Counselor, .75 career workshop instructor, and a .25 Job Developer. In addition, the ROP provides for 2 full time instructors for special needs programs. The projects support student training wages, a teacher inservice component, materials for students and teachers, travel and mileage compensation, support materials for students while on the job, and transportation costs. The total for the program exceeds $400,000 annually in the form of grants, cooperative projects and standard ongoing funding.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 2 Sufficient Financial Support

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:

Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

- ___ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Few public schools get adequate financial support, but Del Amigo is fortunate. The district staffs the school at a teacher/student ratio of eighteen to one, and has provided a brand new school. It is complete with an auto shop, a weight room, a home economics room, a library and other niceties that are not usually found in continuation schools. Additionally, the Vocational Education Act(VEA) program has provided excellent support with computers, supplies, tools and machinery for auto, drafting, wood, home economics and computer classes.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	4	[✓ 5]	[✓ 6]	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 2 Sufficient Financial Support

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

The program in funded through a grant (SB65, 68). The original 3 1/2 year grant ended in July of 1990 and was then extended for five years at a 15 percent reduction. The total annual budget is $170,000.

1000	Certificated	$66,004
2000	Classified	$58,426
3000	Benefits	$32,349
4000	Supplies	$3,300
5000	Travel & Equipment	$7,000
6000	New Equipment	$1,000
	Total	$168,079

There are additional expenses of classroom, offices, grounds security, administration that are absorbed by the district.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 2 Sufficient Financial Support

Program: Mission Trails ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:

Patrick Keating, Vocational Coordinator

Telephone Number:

(408) 753-4209

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
Displaced Homemaker
X Incarcerated
X Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
X Other GAIN

Overall School/Program Setting:

Mission Trails Regional Occupational Program is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

The director of Mission Trails ROP supports the program by providing a sufficient budget for staffing and space for the assessment center. The ROP Coordinator of the Salinas program is the administrator in charge of the assessment program and started the program in 1975. The Director of Special Education of the Salinas Union High School District staffs one member of the assessment program and provides access to records and IEP procedures.

Six staff members and an administrator are assigned to the assessment program. ROP funds are used to pay salaries, and to buy supplies and assessment materials. VEA funds are used to supplement salaries and guidance materials. Special Education provides one staff member for Special Education students and the Exploratorium aide for middle school students.

It is necessary to combine different programs and services together in order to finance the on-going costs of this assessment process. Personnel, up-dated assessment materials and continuous in-services of staff are required.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	[✓ 7]	8	[✓ 9]	10	11	12	13	14	[✓ 15]	16	17	[✓ 18]	19

Component: 2 Sufficient Financial Support

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:
Virginia Boone

Telephone Number:
(209) 637-1200

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Since this project was funded by a grant of the California Educational Initiative Fund for the 1989-90 school year, the school district has decided to allocate substance abuse prevention education funds to continue this program.

Costs associated with the project are:

$ 7,500	Fee for camp, food and lodging (100 students x $25/night x 3 nights)
$ 1,125	Fee for camp, food and lodging (15 parents/staff x $25/night x 3 nights)
$ 2,500	Fees and travel expenses for three motivational speaker/presentors
$ 835	Transportation from Reedley to camp site and return for 115 participants
$ 40	Classroom use at Columbia Jr. College (4 rooms x 2 days x $5 per day)
$12,000	TOTAL

This School/Program is also listed under the components marked below:

①	2	③	4	5	6	⑦	8	9	10	⑪	⑫	13	14	⑮	⑯	17	18	⑲

Component: 2 Sufficient Financial Support

Program:

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Kevin Brown, Principal

Telephone Number:
(916) 662-4678

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
___ Other ______________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School is organized into six Career Paths: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; and Social, Human, and Governmental Services. Every student chooses a career path, and every teacher, administrator, and counselor does so as well. Integrating vocational and academic curricula is a school priority led by the principal and the Steering Committee, a priority which has resulted in 35 vocational courses being approved for graduation credit.

The low student: counselor ratio of 250:1 is considered necessary in order to meet the students' planning and crisis needs. SB813, Vocational, Chapter 1 & 2 and Title 7 money is used within the parameters and guidelines to reach this ratio. Woodland High teachers have also agreed to take a few more students (1-3) in their classes.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 3 Formative Program Evaluation

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The evaluation procedure for the Special Education Vocational Career Center is directly under the authorization of the Director of Auxiliary Education. The monitoring of this program is given to the Special Education Program Specialist.

The program has two main functions. The education component is directly tied into the district graduation and the vocational component is directed at the "Transition" component through the Individualized Education Plan (IEP) team. The school Vocational-Career Teacher is responsible for the main implementation of vocational assessments, counseling, inter-agency networking, job referrals, and developing the Individualized Transition Plans (ITP).

Students from the intermediate level are administered vocational assessments while in the 7-8th grades. This is given by the regular teachers but is monitored by the vocational-career staff member. An ITP is established at the end of the 7th grade thus initiating the "Transition" model. At completion of the 8th grade, students are monitored by the Vocational Career Center and again tested for interests and abilities through different available forms.

Students and parents are made aware of the results and a general plan of action is established. Throughout the school years, the student meets with the V-C staff for assistance and a close monitoring of the agreed ITP while in school. Throughout the year, job referral and agency interaction is an option for the student, thus increasing the opportunities for success during high school and after graduation.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 3 Formative Program Evaluation

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:
Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Test results are reviewed at staff meetings; department meetings are held to review the makeup of the tests and plans are made to match the curriculum as pertinent. Students take mock tests to prepare them for the tests. In English, Math and Social Studies, appropriate skills and information are taught and reviewed. In addition to curriculum being close to tests, it is more importantly tied to state guidelines. But, this connection is made in a deliberate manner so that the state guidelines will not take precedence over the needs of the students. This system seems to work as the test scores have risen consistently over the last four years, including dramatic increases in math from the seventh percentile to the twenty-seventh and from the twelfth to the seventy-first in reading.

This School/Program is also listed under the components marked below:

①	②	3	4	⑤	⑥	7	8	9	10	⑪	⑫	13	14	15	16	⑰	18	19

Component: 3 Formative Program Evaluation

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Evaluation is required by the California Department of Education and performed by SRA associates. The information is gathered, maintained and submitted by the coordinator. The gathered information is used in combination with other programs when the state reports statistics on High Risk and Dropout Youth.

This School/Program is also listed under the components marked below:

①	②	3	④	⑤	6	⑦	8	⑨	10	⑪	⑫	⑬	14	⑮	16	⑰	⑱	⑲

Component: 3 Formative Program Evaluation

Program: Pregnant Minor and Young Mothers Program

School Site:

Pregnant Minor and Young Mothers
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:
Lois Capps

Telephone Number:
(805) 966-9101 ext. 230

Audience Served:

- ___ Handicapped
- X___ Limited English Speaking
- X___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- X___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- X___ Alternative Ed. (academies, continuation HS, Etc.)
- X___ Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the California Department of Education (Child Development Division School-Age Parent and Infant Development Program) and is called the Parent and Child Education, (PACE), Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

The PACE Center has recently begun a Minimum Evaluation Data System (developed by Sociometrics Corporation of Los Altos) to obtain follow-up information regarding its participants. Fifty randomly selected former students (gathered from throughout the 11 year history) were recently surveyed and the results evaluated statistically and comparatively. It is hoped that this project can become the beginning of a longevity study of this high risk population.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	[✓ 8]	9	[✓ 10]	[✓ 11]	12	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 3 Formative Program Evaluation

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:

Virginia Boone

Telephone Number:

(209) 637-1200

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Statistical follow-up studies planned following the grant year are attendance, academic and behavioral modification trends. Students will be followed for two successive years in the following areas:

Areas	Instrument
Attendance	School attendance
Academic	Career Guidance reports (lists all courses completed, grades and GPA)
Behavior	Referral record maintained in permanent record folders
Vocational/Career Choice	Student Survey indicating plans after graduation

These records will be maintained by the assistant principal of student services who will preserve confidentiality of student records. The results will be summarized by the lead teacher of the Business Education Department and presented to the School Community Drug Education Prevention Advisory Committee to determine continued funding after 1990-91.

This School/Program is also listed under the components marked below:

①	②	3	4	5	6	⑦	8	9	10	⑪	⑫	13	14	⑮	⑯	17	18	⑲

Component: 4 Summative Program Evaluation

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other ___Special Education___

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The evaluation procedure insures that the program is being directed correctly by the responsible staff: (1) on the spot monitoring by the Program Specialist, (2) school administration staff with spot observation, (3) end-of-year IEP meeting required by PL-94-142.

Evaluation is an integral part of the program. Because of the needed support by different levels of administration and parents, information is made available to those that require it.

Academic/vocational assessments are carried out and recommendations are made. Vocational files are developed for information concerning the students. A plan of action is made by the IEP team and a person is assigned to develop the plan to either a conclusion or an alternative action for each student.

If the student is participating in the site vocational program, he/she is counseled by a Job Developer (staff member), Job Analyst and Situational Assessments. This ensures that as the student participates within the program, he/she will benefit from a situation that will give him/her the needed academic/vocational opportunities.

At the end of the year, a status report is established for each student. Recommendations to the IEP team are given thus ensuring that continuity is maintained.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 4 Summative Program Evaluation

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Necessary records are maintained in detail. The information includes, but is not limited to the following:

Student's Name
Date of Birth
Address
Parents' Names
Previous School
Tardies
Parents' Educations
Educational Goals
Vocational Interest
Credits Earned
Periodic Follow-ups

Social Security Number
Place of Birth
Phone
Ethnic Background
Days Missed
Parents' Income
Assessment
Special Education Background
Attendance
Continued Educational Placement

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 4 Summative Program Evaluation

Program: Teen Opportunity Program (TOP)

School Site:

Sequoia Adult School
Broadway & Brewster
Redwood City, CA 94062

Contact Person:
Robert Hendricks
Norman Shapiro

Telephone Number:
(415) 369-6809

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Sequoia Adult School, in conjunction with Opportunities Industrialization Center West, (OICW, a community-based organization), offers a vocationally oriented specialized tutoring and counseling program to high school youth who are at risk of dropping out of school. Students are directed towards local school vocational programs, ROPs, and after-school vocational programs offered at OICW, close to where most of the minority youth live. Work experience, summer job programs, and career explorations are provided for the 60 to 70 students in the program.

Component Description:

An outside research consultant has conducted the evaluation for the past four years and will continue for the next year. Measurements are made in the following criteria related to program objectives: 1) students staying in school and graduating, 2) student satisfaction scale, 3) students served in evening program, 4) school grades, classroom performance, and general attitudes, 5) students in vocational programs, and 6) job placements.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 5 Individualized Instruction

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ________________

Overall School/Program Setting:

The Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Each student is supplied with a copy of the Career Education Workbook developed by the program. Classroom teachers work with the students at an individual pace to help the student meet the competencies for pre-employment. Teachers work in small groups or make assignments appropriate for the student's abilities. The curriculum is revised and modified each summer. A much simpler version is being prepared to meet the needs of the Severely Handicapped non-reader.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 5 Individualized Instruction

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Vocational Specialist

Telephone Number:
209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The main stream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The district has modified regular classes to meet the needs of the individual student. If differential standards are needed, more time, a reader, computer, and/or other options are allowed.

A curriculum has been developed that allows students to master skills and align skills to the vocational skills they need to be successful on the job.

Students are placed into classes to develop skills that can improve their vocational stability for further employment. We have found that hands-on experiences are needed to help the student assimilate into the job market. The testing and ITP development, and class placement are of benefit to the students in understanding how to become successful. We work with students and employers to help students increase job skills and decrease inappropriate behaviors so that success can be reached.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	5	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 5 Individualized Instruction

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:
Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Almost every class at Del Amigo is individualized. We have a computer assisted Mastery Math program, a highly individualized English class, a large number of independent contracts and individual projects in auto and wood. We also offer credit for preparing for the GED (not for passing it). The individualized work is always done in keeping with course and school objectives. At the beginning of each year, three or four priorities are made and the teachers relate individual work to those needs.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	[✓ 6]	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 5 Individualized Instruction

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

A curriculum is based on initial assessment scores and student interest. The Plate computer is used as well as a variety of pencil and paper tasks. This includes basic skills, self-esteem and employment skills. The student instructor ratio is 20:1.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 5 Individualized Instruction

Program: Education Center, High Risk Youth

School Site:

Alternative Education Work Center
El Monte Union High School District
3617 Cypress Avenue
El Monte, CA 91731

Contact Person:

Gilbert Pacheco, Consultant

Telephone Number:

(818) 443-8947

Audience Served:

____ Handicapped
____ Limited English Speaking
_X_ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Located in the center of the San Gabriel Valley, the El Monte Union High School District established the Education Center as an alternative school site for high school students experiencing academic difficulty, low self-esteem, and poor social functioning in the family, among peers at school, and in the community.

The students at the Education Center are "under-achievers" who exhibit one or more of the following conditions; low self-esteem; lack of motivation; disorientation in personal, educational and career goals; personal, family and social problems; substance and/or alcohol abuse; ineffective study techniques; and below age/grade subject comprehension.

Component Description:

The ethnic and social demography of the student body (about 250 students in the 1989-90 school year) is approximately: 95 percent hispanic, 3 percent white, 1 percent black and 1 percent (Southeast) Asian. This student group is academically at high-risk. The assumption is that this group needs to be exposed to positive alternatives leading to productive personal and community growth.

The objectives of the Education Center are three fold: (1) to assist students in developing and improving basic academic skills required to successfully complete high school graduation requirements; (2) to provide an insight into the current job market; (3) to provide a forum for enhancement of motivation skills and self-esteem.

The Education Center's curriculum is based on an independent study structure. Courses are remedial and designed to allow students to work at an individual pace. Students engage in self-paced computer curriculum program in English, math and other courses. The instructional methodology is tutorial in approach.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 5 Individualized Instruction

Program: Special Education Service/ MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
X Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or a-risk.

Component Description:

Each student is placed in the class through the IEP process. Students, faculty, and parents agree to seek vocational training and placement. Through individualized assessment, a program and proper training plan is developed for each student. This could include training and individual instruction in social and behavioral skills training, job seeking and survival skills training and on the job training at a selected site in the community.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 5 Individualized Instruction

Program: Tutorial Assistance Program for Vocational Education Students

School Site:

Lassen Union High School District
1110 Main Street
Susanville, CA 96130

Contact Person:

Sue Fincher, Coordinator

Telephone Number:

(916) 257-2141

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
____ Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
____ Other ____________________

Overall School/Program Setting:

Lassen Union High School District includes Lassen High School (9-12, population 850-950, comprehensive), Credence High School (9-12, population 75-100, continuation), and the Alternative Learning Center (9-12, population 20-25).

We are in a rural setting serving students from as far away as 60 miles. Each of our students may be considered disadvantaged, due to the lack of services and resources available to students in larger urban areas. Demographics are unavailable, but we know that most of our students are high risk students and the dropout rate was considerable.

Component Description:

Through the pregnant teen/teen parent program at the continuation high school, teen parents are able to complete their education while learning how to properly care for their children. The staff members are caring, positive individuals who make a real difference in the students' lives.

This School/Program is also listed under the components marked below:

1	2	3	4	5	⑥	7	8	9	10	11	12	13	14	15	⑯	17	⑱	19

Component: 5 Individualized Instruction

Program: Pittsburg Adult Education

School Site:

Pittsburg Adult Education
20 East 10th Street
Pittsburg, CA 94565

Contact Person:
Alan D. Kern

Telephone Number:
(415) 439-2031

Audience Served:

- ___ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- _X_ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

Pittsburg Adult Education Center(PAEC) serves over 5000 students each year, offering adult basic education and English as a second language, GED, high school diploma. PAEC offers vocational training programs in health careers, computer operation, banking and minor parents, parents in need of childcare, and emotionally disabled adults. Classes are conducted for residents of skilled nursing facilities.

Component Description:

The El Pueblo Project is an adult education classroom on-site at a federal housing project. The classroom serves the residents of the project offering adult basic education, GED preparation, and pre-employment skills training. Each student develops an individualized educational plan which includes a time-line for supportive learning environment with staff who are able to give individual attention. Cooperative learning is fostered between the students to encourage shared responsibility for each other's success. Over the last three years of the program, 120 residents have attended the classroom.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 5 Individualized Instruction

Program: Redlands High School, ESL Program

School Site:

Redlands High School
840 E. Citrus
Redlands, CA 92373

Contact Person:
Debra Krogman

Telephone Number:
(714) 793-7561 ext. 272

Audience Served:

- ____ Handicapped
- _X_ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- ____ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- ____ Other ____________________

Overall School/Program Setting:

Redlands High School is attended by 3,000 students grades 10, 11 & 12 from the cities of Redlands, Loma Linda, and Highland. The English as a Second Language program serves approximately 200 LEP students whose primary languages are Spanish, Indonesian, Cambodian, Vietnamese, Romanian, Korean, Chinese, Tagrina, Tagalos, Arabic and Farsi. Many of these students are refugees. Of these students, 125 are enrolled in ESL language development and content area classes. Those who do not attend ESL classes are served by Individualized Learning Plans.

Component Description:

Students' English and primary language skills are assessed at the district language assessment center. Assessment results guide counselors in placing students in appropriate classes; ESL (English language development classes) and Sheltered Content area classes; U.S. history, American government, economics, modern world history, drivers education, physical science, and English literature. Students may also enroll in the ESL/LEP support lab class where tutoring, individualized instruction, cooperative learning and compute software aid the student in completing homework assignments, tests, and class projects in required classes. Students in ESL classes complete a unit in the school Career Center where information concerning career goals, vocational and college and University training is presented to the students. Outside speakers from colleges and universities are invited to speak to the class. Content area and ESL classroom teachers are receiving training to qualify them for the Language Development Specialist Certificate. Teachers attend conferences throughout the school year. There is a functioning Bilingual Advisory Committee which allows for parent involvement in program planning. Teachers are assisted by two Spanish speaking and one Cambodian speaking aide. Work study and volunteer students from the University of Redlands also assist teachers.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	[✓ 7]	8	9	[✓ 10]	11	12	13	14	15	16	17	18	19

Component: 5 Individualized Instruction

Program: Partnership for Youth Employment Project

School Site:

Richmond Unified School District
1250 23rd Street
Richmond, CA 94804

Contact Person:

Anthony Guiton, Project Coordinator

Telephone Number:

(415) 232-2656

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Partnership Project serves the low-income, high-risk seniors in the Richmond Unified School District. Students can enroll at any time during their senior year and be placed at a variety of work sites within the community following individualized training in job acquisition/retention skills.

Component Description:

Students are given evaluation tests to establish how well they understand the labor market in their area, whether or not they know how to write a resume, how well they can fill out a job application, and how well they understand the interview process. After reviewing the tests, one of the counselors meets with the student and they go over ways of improving each of these skills. The students learn primarily from practice. For instance, a student will practice filling out job applications, with feedback from a counselor after each attempt, until the application is ready to be reviewed by an employer. The same method is used for interviewing, learning to dress for an interview, and resume writing.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 5 Individualized Instruction

Program: Riverside High School

School Site:

Riverside High School
351 School Street
Pittsburg, CA 94565

Contact Person:
Ezekiel Gilliam, Principal
Herc Pardi

Telephone Number:
415-439-5045

Audience Served:

____ Handicapped
____ Limited English Speaking
_X_ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________

Overall School/Program Setting:

Riverside High School is a four-year continuation high school drawing students from the Pittsburg Unified School District. All students are at risk and are admitted on a voluntary and involuntary basis. The school is organized into five departments each taught by a teacher: social studies, science/P.E., English, math and computers, careers. Teachers cross-teach and are responsible for counseling, home visits, and phone contacts with parents.

Component Description:

Students are placed into an individual-learning contract. We have two to three reading levels in each of the above courses to draw upon as curriculum. Students are nurtured into becoming success stories. In the past, they experienced failure. Attendance and promptness are figured into their grades, and once a student is focused toward school work, critical thinking skills are enhanced. Parents are continuously made aware of their son's/daughter's performance.

The following is the procedure of what happens when a student shows up for math class. Step #1: He/she is given an inventory test and positive stroking for his/her success. Step #2: After downplaying his difficulties, instruction starts. The sequence for instruction is: a) demonstrate the new material bridging from what is already understood, b) asking questions for understanding of new material, c) assigning of one problem to be worked by self- being positive with any outcome rewarding effort - making adjustments where needed, d) assigning a packet of guided practice, e) corresponding the packet and giving instant feedback when packet is done.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	[✓ 8]	9	10	11	12	13	14	15	16	17	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Anderson Valley Agriculture Institute

School Site:

Anderson Valley Agriculture Institute
18200 Mountain View Rd.
Boonville, CA 95415

Contact Person:

Steve McKay

Telephone Number:

(707) 895-2514

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
_X_ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Anderson Valley Agriculture Institute is a comprehensive high school with a specialized secondary school program focusing on sustainable agriculture production with an emphasis on international agriculture and marketing. Students are from grades 9 through 12. Some 7th and 8th grades are involved, and some adults are served through the community college and ROP. There is a major exchange program with students from the Pacific Basin, Poland, Europe, and Costa Rica. The exchange programs bring foreign students to study in Boonville, and the American students have an opportunity to learn about agriculture in other parts of the world. The school has a farm where students gain actual experience in the operation of various farming and marketing enterprises.

Component Description:

The objective of the school is to train students for jobs and for future study at colleges or universities and to serve as an international model program for agricultural education. Funding comes from multiple sources, including ROP agriculture incentive grants, district support, specialized secondary school programs, industry grants, Department of the Interior, National FFA, and Sister Cities International. Students are also involved in development projects for foreign countries.

This School/Program is also listed under the components marked below:

1	[✓ 2]	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings andTransition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

The Career Workbook has objectives listed and correlated to proficiency items specified at each school district. Thus when the student meets one of the criteria within the workbook, the teacher can specify on the student's IEP which of the local proficiencies are addressed. In addition, many of the ROP courses in which the students are enrolled receive academic credits from the student's home school district. As a mentor project, one of our staff listed entry criteria and expected academic skill levels for each of the south county ROP classes.

This School/Program is also listed under the components marked below:

①	②	3	4	⑤	6	⑦	8	⑨	10	⑪	⑫	⑬	14	⑮	⑯	⑰	⑱	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The students are given opportunities to utilize the academic skills they possess and transfer them to the vocational experiences that are established for them individually.

Students take vocational academic requirements such as the 9th grade Personal-Social Skills classes and the 10th grade Occupational Awareness Program. The 11-12th grade classes offer a hands-on program in which they work in the community and learn from the supervisors at those sites. The staff works with the public sector and actually uses the work sites as an extension of the classroom. Job development, job analysts and skills analysts are part of both the job selection and placement is successful.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:
Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Del Amigo has taken great strides in integrating the traditional academic and vocational curricula. In our auto, wood and computer assisted drafting classes, we give prorated credit in math and reading when this is appropriate for the individualized work a student is given. Because our school is small and because teachers teach in several areas, it is natural and easy for them to coordinate the subject matter of several classes. For example, the Mastery Math skills are reviewed and supported in the auto program.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	[✓ 5]	6	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: El Cajon Valley High School

School Site:

El Cajon Valley High School
1035 E. Madison
El Cajon, CA 92021

Contact Person:

Dawn Miller

Telephone Number:

(619) 579-5855

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
____ Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
____ Other ____________________

Overall School/Program Setting:

The community served by El Cajon Valley High School is essentially blue collar with the major occupations estimated to be 10% professional, 10% semiprofessional, 40% skilled trades, 30% unskilled labor, and 10% miscellaneous. The ethnic distribution of El Cajon Valley's 1760 students is approximately 75% white, 16% Hispanic, 5% Asian or Pacific Islander, 3% Black, 1% American Indian. This cultural diversity is further illustrated by the fact that our campus serves over 24 different language variations. In addition, 7% of the student body has learning handicaps, and approximately 25% of our population are AFDC recipients.

Component Description:

Education Code Section 51225.3 (b) (Hughes-Hart Reform Act) mandates that governing boards adopt "alternative means for students to complete the prescribed course of study which may include practical demonstration of skills and competencies."

Through subject matter councils and the Curriculum Master Plan Steering Committee, some courses have been approved as alternatives for Grossmont High School District graduation requirements. These include the following: Plant Science/Animal Science (Life Science); California Agriculture (Life Science); Electronics (Earth/Physical Science); English for Business (fourth year of English); Family Relations/On Your Own (Career and Family Studies); Floral Arrangement (Fine Arts); Graphic Arts (Fine Arts); Housing and Interior Design (Fine Arts); and Small Business Management (Economics).

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	[✓ 13]	14	15	[✓ 16]	17	[✓ 18]	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Special Education Service/ MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:

Roberta Menn

Telephone Number:

(714) 586-6333 ext. 661

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
_X_ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at-risk.

Component Description:

Material which is covered in academic classes is reinforced by the instruction given in the vocational education program. For instance, in the area of mathematics, the Special Education teacher gives instruction in computing the number of hours worked and the pay that should be received for those hours. This lesson is reinforced by lessons in the vocational education class. Similar lessons are taught involving learning how to use a time clock, reading a work schedule, and determining the amount of hours worked in a given shift. Another example is in English, where an instructional unit is based on reading classified ads. In the vocational education classes, students learn how to read and respond to employment opportunity advertisements, as well as how to complete applications and resumes.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Tutorial Assistance Program for Voc Ed Students

School Site:

Lassen Union High School District
1110 Main Street
Susanville, CA 96130

Contact Person:
Sue Fincher, Coordinator

Telephone Number:
(916) 257-2141

Audience Served:

X___ Handicapped
X___ Limited English Speaking
X___ Pregnant Teen/Teen Parent
____ Migrant
X___ Disadvantaged
X___ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
X___ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Lassen Union High School District includes Lassen High School (9-12, population 850-950, comprehensive), Credence High School (9-12, population 75-100, continuation), and the Alternative Learning Center (9-12, population 20-25).

We are in a rural setting serving students from as far away as 60 miles. Each of our students may be considered disadvantaged, due to the lack of services and resources available to students in larger urban areas. Demographics are unavailable, but we we know that most of our students are high risk students and the dropout rate was considerable.

Component Description:

Through the tutorial assistance program, students are referred by counselors, teachers, parents, or other students to receive academic assistance, if they are not succeeding in class due to a variety of reasons including behavior, lack of money to purchase materials or clothing, or poor attendance. We provide vocational education students tutoring in any subject, attendance monitoring, collection of homework assignments and books, home visits, career guidance (information on colleges, universities, training schools; assistance with applications for financial aid, scholarships, etc., and visits to colleges or vocational school campuses), job assistance, placement, training, and all other services necessary to ensure the students' success. We tailor our services to the individual students' needs to ensure that success.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	7	8	9	10	11	12	13	14	15	[✓ 16]	17	[✓ 18]	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Redlands High School, ESL Program

School Site:

Redlands High School
840 E. Citrus
Redlands, CA 92373

Contact Person:

Debra Krogman

Telephone Number:

(714) 793-7561 ext. 272

Audience Served:

- ___ Handicapped
- _X_ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ____________

Overall School/Program Setting:

Redlands High School is attended by 3,000 students grades 10, 11 & 12 from the cities of Redlands, Loma Linda, and Highland. The English as a Second Language program serves approximately 200 LEP students whose primary languages are Spanish, Indonesian, Cambodian, Vietnamese, Romanian, Korean, Chinese, Tagrina, Tagalos, Arabic and Farsi. Many of these students are refugees. Of these students, 125 are enrolled in ESL language development and content area classes. Those who do not attend ESL classes are served by Individualized Learning Plans.

Component Description:

Students' English and primary language skills are assessed at the district language assessment center. Assessment results guide counselors in placing students in appropriate classes; ESL (English Language development classes) and Sheltered Content area classes; U.S. history, American government, economics, modern world history, drivers education, physical science, and English literature. Students may also enroll in the ESL/LEP support lab class where tutoring, individualized instruction, cooperative learning and compute software aid the student in completing homework assignments, tests, and class projects in required classes. Students in ESL classes complete a unit in the school Career Center where information concerning career goals, vocational and college and University training is presented to the students. Outside speakers from colleges and universities are invited to speak to the class. Content area and ESL classroom teachers are receiving training to qualify them for the Language Development Specialist Certificate. Teachers attend conferences throughout the school year. There is a functioning Bilingual Advisory Committee which allows for parent involvement in program planning. Teachers are assisted by two Spanish speaking and one Cambodian speaking aide. Work study and volunteer students from the University of Redlands also assist teachers.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	[✓ 7]	8	9	[✓ 10]	11	12	13	14	15	16	17	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Pregnant Minor and Young Mothers Program

School Site:

Pregnant Minor and Young Mothers
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:

Lois Capps

Telephone Number:

(805) 966-9101 ext. 230

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ____________

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the State Department of Education (Child Development Division, School-Age Parent and Infant Development Program) and is called the PACE Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

The program provides opportunity for instruction in both basic academic and appropriate vocational skills. Local graduation requirements are met through enrollment in comprehensive or continuation high school programs. Vocational skills and opportunities are provided through work education and summer youth employment programs. Mentorships are currently being developed through a local women's business and professional association.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	4	5	6	7	[✓ 8]	9	[✓ 10]	11	12	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Teen Opportunity Program (TOP)

School Site:

Sequoia Adult School
Broadway & Brewster
Redwood City, CA 94062

Contact Person:

Robert Hendricks
Norman Shapiro

Telephone Number:

(415) 369-6809

Audience Served:

- ___ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ___

Overall School/Program Setting:

The Sequoia Adult School, in conjunction with Opportunities Industrialization Center West (OICW) (a community-based organization), offers a vocationally oriented specialized tutoring and counseling program to high school youth who are at risk of dropping out of school. Students are directed towards local school vocational programs, ROPs, and after-school vocational programs offered at OICW, close to where most of the minority youth live. Work experience, summer job programs, and career explorations are provided for the 60 to 70 students in the program.

Component Description:

This population of youth often has difficulty enrolling in vocational programs, so the project has concentrated on a range of opportunities related to vocational training and counseling. Most of the students live in East Palo Alto, East Menlo Park and East Redwood City, and take buses to Woodside or Carlmont high schools. This makes it difficult for many to enroll in 3-5 p.m. ROP classes. Graduation requirements and proficiency exam preparation often make it difficult for the students to take local vocational classes. Therefore, vocational courses are offered in the afternoon, evenings, and summer at OICW, a vocational training center in the students' community where transportation is not as great a problem. Training is offered in office occupations, graphic arts, electronics, restaurant occupations, and several other areas.

Counseling and tutoring in the program is directed towards career decision-making, trips to industries, joining with mentors from the business world, parent involvement in career information and choice.

This School/Program is also listed under the components marked below:

1	2	3	[✓ 4]	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 6 Integration of Academic and Vocational Curricula

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Jerry Courter, Unit Administrator
Vocational Education

Telephone Number:
(916) 662-4678

Audience Served:
___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Integrating vocational and academic curricula is a school priority led by the principal and the Steering Committee, a priority which has resulted in 35 vocational courses being approved for graduation credit.

In granting graduation credit for vocational education classes, the staff must establish an appreciation and understanding of each department's contribution toward meeting the varied student needs. Vocational and academic education must be viewed as complementary instead of competitive educational strategies. The foundation for having a vocational education course meet graduation requirements comes from SB813, Section 51225.3b and State Superintendent Bill Honig's address to the California Association of Vocational Administrators on October 9, 1986.

In order to qualify vocational courses for academic graduation credit, a task force made up of administrators, department chairpersons and interested teachers was created. All departments reviewed their courses using a curriculum matrix of current course content and Model Curriculum Standards which applied most to the course being reviewed (for example, Agricultural Economics was compared with the Standards for Economics). Departments then made presentations to the task force regarding course changes which would bring the classes up to the Standards. Five credits were given if 40% of the Standards were met, and ten credits were granted if 80% were met. The task force then made recommendations to the appropriate levels, and final approval was granted by the School Board of Trustees.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	6	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 7 Appropriate Instructional Setting

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp
Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X___ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
X___ Disadvantaged
X___ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

The Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Students begin the career preparation process within their Special Education class. Based upon vocational assessment reports, students are counseled and mainstreamed into appropriate district or ROP vocational courses. Depending upon need, students may have access to a vocational aide, or be placed in a more intensive intervention ROP offering to make their training a success. Again, depending upon need, job coaches are available for community sites or job training sites. The Department of Rehabilitation and the school districts have provided interpreters for student/clients with hearing impairments. The range of student abilities is diverse. We serve the severely impaired, the physically impaired, and the learning disabled populations.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	7	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 7 Appropriate Instructional Settings

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other ____Special Education____

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The students that are participating in the Special Education Vocational plan are evaluated through assessments, program (IEP), interviews, and parent interaction.

Because of the individual needs of many students, individual ability is considered when situations are found for them. If a student is in need of special monitoring, staff members coach the student until minimal monitoring is needed. A decentralization procedure allows schools to develop programs that will best meet the needs of their own students.

The community has become a major factor in the program's success. Job placement in the public sector is increasing. Job sites vary from simple to complex. The community has offered to work alongside the school system as a partner in education.

Support services from our community have increased because action taken now will help students avoid failure later.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 7 Appropriate Instructional Settings

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:

Corinne Beacham

Telephone Number:

(714) 979-1955

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
X Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ___

Overall School/Program Setting:

Coastline is a joint powers ROP covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one, thirty-hour a week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive background in vocational special needs.

Component Description:

Because of the changing demographics in Orange County, Coastline ROP has had the opportunity to serve many Limited English Proficient Students. During the 1988-89 school year the Transition Services Department provided support services for 181 limited English proficient students and 486 handicapped and disadvantaged students. Students were mainstreamed into virtually every occupational class we offer. Teachers are provided with the following services: specialized training site development, curriculum modification strategies and assistance with job development for the students. The administration at Coastline ROP provided several staff inservices and trainings dealing with cultural diversity issues, as well as strategies on how to mainstream all students into regular programs. Each student is provided with the opportunity to meet with a Guidance Specialist who is trained in transition prior to enrolling in a class.

Currently, there are two vocational classes that are designed for severely handicapped students. These students are mainstreamed into community based on-the-job training sites where they have the opportunity to work with non-handicapped individuals. Many of these students are eventually placed in a "regular" occupational class at Coastline ROP.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	7	8	9	10	11	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 7 Appropriate Instructional Settings

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:

Roberta Menn

Telephone Number:

(714) 586-6333 ext. 661

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
_X_ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ____________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

The class includes students with learning handicaps, developmental disabilities, emotionally disturbed and at-risk students, and handicapped adults. The program operates fully in the mainstream both at its location at the integrated high school and at all job training sites in the community. Students in this program are supported through faculty site visits, the Transitional Services Department of Coastline Regional Occupational Program and through job coaches.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 7 Appropriate Instructional Settings

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

The program has been developed to serve the population that has not been successful in a comprehensive setting. The students attend three hours each day. They receive a lot of personal attention by the staff and previous labels are shed. The curriculum has so many levels it is difficult to not be academically successful. All work receives credit in required or elective areas for graduation.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 7 Appropriate Instructional Settings

Program: Mission Trails ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:
Patrick Keating, Vocational Coordinator

Telephone Number:
(408) 753-4209

Audience Served:
X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
X Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
X Other GAIN

Overall School/Program Setting:

Mission Trails ROP is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

Through assessment all students are mainstreamed into regular vocational programs at the high school or ROP. A major component of the assessment process is followed-up at the classroom setting. Each Special Education student is followed up every month. Any problems (academic, social), are investigated. Intervention strategies are worked out with the vocational instructor, SPED instructor, student and assessment personnel. Presently, SPED students are enrolled in all but two of the 24 programs offered.

At risk, disadvantaged, LEP, Migrant, pregnant teans and recovered drop-out students are assessed, placed and followed-up in programs they choose that meet their needs. The ROP program works very closely with the extensive alternative programs in the Salinas Union High School District in providing career preparation. A Basic Skills Lab offering computers and Laser Disc Interactive Video programs to enhance GED and high school proficiencies is located at the center as part of the continuation high school program. Here students gain their basic education skills and it is related directly to the courses they are taking in ROP.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	[✓ 15]	16	17	[✓ 18]	19

Component: 7 Appropriate Instructional Settings

Program: Redlands High School ESL Program

School Site:

Redlands High School
840 E. Citrus
Redlands, CA 92373

Contact Person:

Debra Krogman

Telephone Number:

(714) 793-7561 ext. 272

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Redlands High School is attended by 3,000 students grades 10, 11 & 12 from the cities of Redlands, Loma Linda, and Highland. The English as a Second Language program serves approximately 200 LEP students whose primary languages are Spanish, Indonesian, Cambodian, Vietnamese, Romanian, Korean, Chinese, Tagrina, Tagalos, Arabic and Farsi. Many of these students are refugees. Of these students, 125 are enrolled in ESL language development and content area classes. Those who do not attend ESL classes are served by Individualized Learning Plans.

Component Description:

Students' English and primary language skills are assessed at the district language assessment center. Assessment results guide counselors in placing students in appropriate classes; ESL (English Language development classes) and Sheltered Content area classes; U.S. history, american government, economics, modern world history, drivers education, physical science, and English literature. Students may also enroll in the ESL/LEP support lab class where tutoring, individualized instruction, cooperative learning and compute software aid the student in completing homework assignments, tests, and class projects in required classes. Students in ESL classes complete a unit in the school Career Center where information concerning career goals, vocational and college and University training is presented to the students. Outside speakers from colleges and universities are invited to speak to the class. Content area and ESL classroom teachers are receiving training to qualify them for the Language Development Specialist Certificate. Teachers attend conferences throughout the school year. There is a functioning Bilingual Advisory Committee which allows for parent involvement in program planning. Teachers are assisted by two Spanish speaking and one Cambodian speaking aide. Work study and volunteer students from the University of Redlands also assist teachers.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	7	8	9	[✓ 10]	11	12	13	14	15	16	17	18	19

Component: 7 Appropriate Instructional Settings

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:
Virginia Boone

Telephone Number:
(209) 637-1200

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

The motivational speakers and small group discussion sessions that follow instill a sense of self-confidence in the students. A setting away from the school site and family members or peers who might be distracting elements help create an atmosphere conducive to personal reflection and growth. The camp setting provides an opportunity for total immersion in self-esteem building activities. Another aspect of creating a sense of community is the staff composition of a businessman, school board member, school classified (custodian, gardener), teachers, administrators and parents.

Job shadowing and student shadowing with business leaders and Kings River Community College students enables students to learn more of the expectations of the business and college worlds.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	[✓ 16]	17	18	[✓ 19]

Component: 7 Appropriate Instructional Settings

Program: Accelerated Learning Program

School Site:

Royal High School
1402 E. Royal Avenue
Simi Valley, CA 93065

Contact Person:

Lead Teacher (Changes)

Telephone Number:

(805) 527-3232

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Royal High School is a three-year comprehensive high school in a suburban setting. The 1,917 students are approximately 6 percent disadvantaged and 4 percent LEP, with an ethnic distribution of 80 percent Anglo, 11 percent Hispanic, 4 percent Asian/Middle Eastern, 2 percent American Indian/Alaskan Native, 1.4 percent Pacific Islander, and 1 percent Black. Twenty-three percent of students come from families receiving Aid to Families with Dependent Children.

Royal High School established the Accelerated Learning Program for students identified as high-risk and potential dropouts. This program has raised the attendance rate of these students by 70 percent and their GPA by .58. Ninety-eight percent of the students graduate with a diploma or equivalent, and continuation school enrollments dropped from over 200 to about 20. Out of 500 students in the program, only seven have dropped out.

Component Description:

Though of average or above average learning skills, these students need accelerated, in-depth emphasis on their basic skills and credits in order to prepare them to graduate and take on constructive, productive careers in the twenty-first century. but this is not a drop-in/drop-out, independent study program whose purpose is to quickly move the students through the system in an attempt to be rid of the problem.

Non-academic issues that may be affecting these students' performance are addressed with regular, informal teacher/student group lunch sessions, training as or help from peer counselors, and afternoon individual counseling as needed. The teacher uses her monitoring period and conference hour (the last two periods in the day) to be available to the students for crisis intervention or one-on-one counseling as necessary. At any teacher or student request, a student can come to discuss issues from academic performance to a crisis situation. Students can meet on a regular basis with the teacher to assess their progress, receive feedback, and discuss any on-going problems that may be preventing them from performing to the best of their ability. Parents and administrators are also involved in order to help individual students achieve the high expectations they have established for themselves with the teacher.

Helping students make career choices is an important part of the high-risk program. During the year they are able to take the COPSystem and have it interpreted for them on an individual basis. Another example of commitment toward careers is the involvement with the Moorpark Community College Laser Optics Program. In this, students obtain physical science and math credits through a course given at the high school four days a week with the fifth day at the community college for a lab. Students earn college credit, and tutoring is provided free of charge by previous high-risk students from this program. Upon graduation, these students are immediately employable in the laser optics field.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 8 Cooperative Learning Experiences

Program: Riverside High School

School Site:

Riverside High School
351 School Street
Pittsburg, CA 94565

Contact Person:
Ezekiel Gilliam, Principal
Phil Webb

Telephone Number:
415-439-5045

Audience Served:

___ Handicapped
___ Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Riverside High School is a four-year continuation high school drawing students from the Pittsburg Unified School District. All students are at risk and are admitted on a voluntary and involuntary basis. the school is organized into five departments each taught by a teacher: social studies, science/P.E., English, math and computers, careers. Teachers cross-teach are are responsible for counseling, home visits, and phone contacts with parents.

Component Description:

The Skills for Living program is taught all year. Every student that enters Riverside High School must take Skills for Living for one complete year. This program is more than a curriculum for students. It starts with teacher training and classroom instruction. This program also includes the opportunity for parent involvement, utilizing community resources and intensive leadership training.

The purpose of the program is to focus on helping students acquire four major competencies: self-discipline, responsibility, good judgement and an ability to get along with themselves and others. These skills for living are essential for success in basic subject matter diciplines, but also in daily life outside the classroom. Lack of these skills often results in failure.

Skills learned in this course are practiced daily through small and large group activities which allows each individual to participate in positive re-enforcement. Students become effective peer counselors.

As a result of this class, Riverside experiences no student fights and very few student conflicts.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 8 Cooperative Learning Experiences

Program: Pregnant Minor and Young Mothers Program

School Site:

Pregnant Minor and Young Mothers
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:
Lois Capps

Telephone Number:
(805) 966-9101 ext. 230

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
X Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the California Department of Education (Child Development Division School-Age Parent and Infant Development Program) and is called the Parent and Child Education (PACE) Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

Cooperative Learning experiences are fostered through a laboratory classroom setting for child development. Within the child care facility, required participation by teen parents on a daily basis provides hands-on skill acquisition and modeling of preferred parenting behaviors—all within a sound practicum of developmentally appropriate activities for children (infants and toddlers). These cooperative learning experiences which are required for teen parents are also available as an elective class for non-parent high school students—the entire school population could be involved at this point.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	4	5	[✓ 6]	7	8	9	[✓ 10]	[✓ 11]	12	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Special Education

School Site:

Alhambra High School
150 E Street
Martinez, CA 94553

Contact Person:
Paul Mack

Telephone Number:
(415) 228-7666

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________

Overall School/Program Setting:

Alhambra High School has a student population of approximately 900. It has about 80 learning disabled students.

Component Description:

Many of the Special Education students find jobs through the school's work experience program. Commensurate with their interests and abilities, these students find success in a variety of occupations.

Many of the disabled students need extra assistance in developing career awareness and in job placement. Each student is given a thorough vocational assessment that combines interest and ability testing. Each student receives vocational counseling and guidance.

The Special Education staff work closely with project workability, Department of Rehabilitation, and the Private Industry Counsel. A Special Education aide is paid 5 hours per week to transition these students. We work closely with our two local community colleges to prepare qualified students for higher education.

Special Education students have complete access to all vocational programs and are offered assistance on an as needed basis. Industrial Arts classes have purchased videos and other teaching materials to enhance instruction for the disabled students.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:

Karen Dalton-Wemp
Vocational Coordinator

Telephone Number:

(916) 891-2929

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☒ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other ____________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Program staff utilizes the California Assessment Model developed by Van Wooley for vocational assessment. The process begins with inservice training of the district teachers. The program supplies the paper/pencil tests for interest and attitudes (including the Reading Free Vocational Interest Inventory, COPS II, Janus Job Planner, the Self Directed Search) which the teachers administer. The program sends an assessment person to each site to individually administer the hands-on dexterity battery (Minnesota Spatial Relations, Rate of Manipulations, Purdue Pegboard, and Crawford Small Parts). The information is compiled back at the office and a report generated which is then sent back to the home school. The report offers information on career clusters appropriate for the student's abilities and must then be matched to his/her interests.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

- _X_ Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- _X_ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- _X_ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- _X_ Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Students participate in a vocational assessment which begins at the intermediate level and continues through high school. Information obtained from these assessments is given to students, parents, and staff, enhancing IEP and development of the ITP.

Beginning at the 7-8th grade level, students are given basic vocational assessments. The results are simple, and the students begin to understand some of their interests and abilities. This information is used to develop job situations which imitate many programs that are continued at the high school level.

In the 9th grade, students participate in WRIOT Vocational Assessment. This assessment encompases more permanent information. The vocational assessment (PIC), video test is given, and from this vocational fields are recommended. During the 10th grade students participate with the Department of Rehabilitation, and ROP (Singer Work Station). This allows staff to see how the student processes instructions, rate of speed, etc. From this information recommendations are made.

If the student is participating in OCJ-OCE, WorkAbility, Work Experience, we are better able to determine in which situations the student will be most successful.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	9	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:

Roberta Menn

Telephone Number:

(714) 586-6333 ext. 661

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other ____________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

Materials used for assessment include assembly and packaging of materials, food preparation skills materials, office skills materials (for collating, stapling, filing, alphabetizing both numerically and alphabetically), stock clerk pricing skills materials, busing skills for restaurants, mail room skills materials for corporations and public service. Before beginning on-the-job training, students are assessed on each of these stations set up in the classroom to determine their strengths and interest areas. Students' employment histories stating personal preferences and parent input are utilized to determine individual program planning.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	9	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

☒ Handicapped
☒ Limited English Speaking
☒ Pregnant Teen/Teen Parent
☒ Migrant
☒ Disadvantaged
☒ At-Risk Youth
☐ Displaced Homemaker
☐ Incarcerated
☐ Adult Education
☒ Alternative Ed. (academies, continuation HS, Etc.)
☐ Entire School Population
☒ Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

A counselor attends on Fridays to do individual career counseling and one comes on Monday for group counseling. Counseling for parents is on Tuesdays.

Our on-site Alternative Center Counselor will implement for the 90-91 school year, a program for the students. It is Cambridge Career Products for the Apple Computer. It includes: Please Understand Me, Career Quest and Vocational Interest Profile Report. These will be given once enrolled and attending the Clinic.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Project Horizons

School Site:

Project Horizons (WorkAbility)
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Contact Person:
Beverly Huff

Telephone Number:
(714) 651-0444

Audience Served:

X Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special education

Overall School/Program Setting:

Project WorkAbility, known as Horizons in the Irvine Unified School District, entered into a joint powers agreement with the City of Irvine and Saddleback Valley Unified School District to provide career-vocational education services to 10th, 11th, and 12th grade Special Education students.

Component Description:

Assessment strategies are implemented at various stages throughout the course of the program. Identification of career interests, barriers to employment and participant values are used to formulate realistic short and long term goals for each participant. This ongoing assessment process evaluates each student's needs and matches an individual's skill level to employment interests.

Ongoing utilization of assessment tools is vital for all students. These tools may include COPS, CAPS, COPES, WRAT, Vocational Adaptation Rating Scale, MESA, DISC Youth Development Profile and Attainment Pre-Vocational Battery II. Vocational testing helps to identify significant areas impacting or validating occupational choice and suitability. After interviewing the student, reviewing school records and meeting with the care carrier, the staff decides upon assessment materials.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Mission Trails ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:

Patrick Keating, Vocational Coordinator

Telephone Number:

(408) 753-4209

Audience Served:

_X_ Handicapped
_X_ Limited English Speaking
_X_ Pregnant Teen/Teen Parent
_X_ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
_X_ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other GAIN

Overall School/Program Setting:

Mission Trails ROP is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

The assessment center has a staff of six and assesses Special Education, disadvantaged and GAIN clients. Assessment can be from 2 hours to several days depending on the individual's need. Vocational interviews, behavioral observation check lists, hands-on computerized assessment tools and classroom observation are all used in the assessment process that is on-going from 7th grade through adult.

All Special Education students start at the 7th grade where exploration activities are given to the students at the Exploratorium located at the ROP Center. In the 9th and 10th grades SPED and disadvantaged students are assessed using interest, aptitude and attitudinal assessment instruments. Through a decision making process a vocational plan is formulated by each student. This is recommended to the IEP committee. Each student enrolled in the ROP is followed-up monthly to assess his/her growth. In the senior year all SPED ROP students are offered transition services to work or further training by the Workability II and Department of Rehabilitation program.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	6	[✓ 7]	8	9	10	11	12	13	14	[✓ 15]	16	17	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Tulare County Department of Education

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:

Michael Mayo

Telephone Number:

(209) 733-6683

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________________

Overall School/Program Setting:

The Tulare County Department of Education is a county office that provides work training programs for 9 high school districts (13 high schools) and 2 learning centers for the severely handicapped. The overall program is comprised of career awareness pre-employment skills, JTPA work experience, Work Ability and the Transition Partnership Program.

Component Description:

During the students' freshman and sophomore years, they are assessed in their high school career centers using a variety of assessment tools. Upon entry into our work training program, all students are given the PIC and TAP assessment. This information guides the student and Job Placement Specialist in selecting an appropriate job placement.

Students are assessed upon entering and exiting from the JTPA Work Training Program using a JTPA pre-employment competency list. The needed skills are worked on by the Job Placement Specialist and classroom teacher in a paid employment job site. The actual job placement provides an excellent assessment of the student's interests and abilities.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 9 Assessment of Individual's Vocational Interests and Abilities

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Evelia Genera, Head Counselor

Telephone Number:
(916) 662-4678

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
___ Other ____________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School is organized into six Career Paths: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; and Social, Human, and Governmental Services. Every student chooses a career path, and every teacher, administrator, and counselor does so as well.

Students choose their Career Paths by taking the Self-Directed Search by John Holland (Florida: Psychological Assessment Resources, 1985) or the Kuder Interest Survey by Frederic Kuder (Chicago: Science Research Associates, 1976) and aligning themselves with a career path. The school has detailed brochures on each path, with entry-level, semi-professional, and professional careers listed. In addition, sophomores write a research paper on the career of their choice. Since the student to counselor ratio is 250:1, each student sees a counselor at least twice a year to discuss their plans and courses.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 10 Instructional Support Services

Program: Career Exploration Class

School Site:

California School for the Deaf
39350 Gallaudet Drive
Fremont, CA 94538

Contact Person:

Pat Moore, Career Education/
Vocational Principal

Telephone Number:

(415) 794-3761

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ____________________

Overall School/Program Setting:

The California School for the Deaf is a part of the State Special Schools Division. There are approximately 475 students enrolled at the school. The Vocational Dept. serves 240 high school students and 20 multi-handicapped high school students. All juniors and seniors are eligible to participate in the Career Exploration Class and as of September, 1990, all students are required to take this course to meet their graduation requirements. Three units are given for completion of this course.

The curriculum for this course has been developed over the past three years and the final product should be completed in the summer of 1990.

Component Description:

Career Exploration Class: All juniors and seniors are required to successfully complete this class prior to graduation. This class is designed to provide students with the opportunity to examine a wide variety of careers which are of interest to them. Class activities include field trips to places of employment, informational interviews, individual field trips, and guest speakers. Many deaf adults who work in the community come to this class and provide the students with information about their specific jobs and provide tips to the students regarding how to work successfully in the hearing world.

Students learn how to look for a job, fill out application forms, interview for a job, use a sign language interpreter, and use the California Relay Service. The students are pre-tested and post-tested on videotapes to demonstrate proficiency in interviewing for a job and using an interpreter during the interview. Heavy emphasis is placed on the learning of appropriate job etiquette, employer and employee responsibilities, and community resources for the deaf. The goal of this class is to prepare students for employment.

The class also focuses on: benefits, ways to communicate with hearing people, the value of work experience and why people work, etc.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 10 Instructional Support Services

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

- [✓ Handicapped]
- Limited English Speaking
- Pregnant Teen/Teen Parent
- Migrant
- Disadvantaged
- [✓ At-Risk Youth]
- Displaced Homemaker
- Incarcerated
- Adult Education
- [✓ Alternative Ed. (academies, continuation HS, Etc.)]
- Entire School Population
- [✓ Other] Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) andto those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

The instructional support is developed through the IEP Team and the "Transition" mandate. Students served through the IEP, and physically handicapped, and at-risk students are assirsted by a number of support programs.

Students directed by the IEP team to participate obtain reinforcement that will enhance their vocational interests. General electives and Special Education classes use hands-on experiences direct the students vocationally. Classes beyond the electives, such as ROCP and Daily Living Skills, Personal-Social and Occupational Guidance, are offered to help students develop skills needed to make better vocational choices. ITP's are written to develop a planned transition through the high school years and after graduation.

Through the support system, agencies are available to assist the students to locate, maintain and improve themselves in the work place. The main goal of the program is to develop a system where the student becomes a productive member of society with high self-esteem.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 10 Instructional Support Services

Program: Special Education Service/ MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
X Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

This program was developed and has flourished due to the cooperation between the two teachers involved, Roberta Menn from Saddleback Valley Union School District and Heidi Castillo from Coastline Regional Occupational Program (CROP). Without the ongoing support and communication the program would not have reached its present level of excellence. The Local school district has provided support by providing job coaches and by giving us continued encouragement and support. CROP demonstrated its support by providing job coaches and assistance through its Transitional Services Dept.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 10 Instructional Support Services

Program: Redlands High School ESL Program

School Site:

Redlands High School
840 E. Citrus
Redlands, CA 92373

Contact Person:

Debra Krogman

Telephone Number:

(714) 793-7561 ext. 272

Audience Served:

- ☐ Handicapped
- ☒ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☐ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other ______________________

Overall School/Program Setting:

Redlands High School is attended by 3,000 students grades 10, 11 & 12 from the cities of Redlands, Loma Linda, and Highland. The English as a Second Language program serves approximately 200 LEP students whose primary languages are Spanish, Indonesian, Cambodian, Vietnamese, Romanian, Korean, Chinese, Tagrina, Tagalos, Arabic and Farsi. Many of these students are refugees. Of these students, 125 are enrolled in ESL language development and content area classes. Those who do not attend ESL classes are served by Individualized Learning Plans.

Component Description:

Students' English and primary language skills are assessed at the district language assessment center. Assessment results guide counselors in placing students in appropriate classes; ESL (English Language development classes) and Sheltered Content area classes; U.S. history, American government, economics, modern world history, drivers education, physical science, and English literature. Students may also enroll in the ESL/LEP support lab class where tutoring, individualized instruction, cooperative learning and compute software aid the student in completing homework assignments, tests, and class projects in required classes. Students in ESL classes complete a unit in the school Career Center where information concerning career goals, vocational and college and University training is presented to the students. Outside speakers from colleges and universities are invited to speak to the class. Content area and ESL classroom teachers are receiving training to qualify them for the Language Development Specialist Certificate. Teachers attend conferences throughout the school year. There is a functioning Bilingual Advisory Committee which allows for parent involvement in program planning. Teachers are assisted by two Spanish speaking and one Cambodian speaking aide. Work study and volunteer students from the University of Redlands also assist teachers.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	9	10	11	12	13	14	15	16	17	18	19

Component: 10 Instructional Support Services

Program: Pregnant Minor and Young Mothers Program

School Site:

Pregnant Minor and Young Mothers
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:
Lois Capps

Telephone Number:
(805) 966-9101 ext. 230

Audience Served:

- X Handicapped
- X Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- X Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- X Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ___

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by theCalifornia Department of Education (Child Development Division School-Age Parent and Infant Development Program) and is called the Parent and Child Education (PACE) Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

Instructional support services and formalized transition planning occur through cooperation with CAL - Soap and C.A.R.E. (single parent support at City Colleg, and other services) of the Educational Opportunity Program of Santa Barbara City College. Academic tutoring is provided by CAL-Soap along with volunteers from local colleges. The R.O.P. and work education departments of the local school districts assist with career planning. The C.A.R.E. Program provides assistance with college and financial assistance applications.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	4	5	[✓ 6]	7	[✓ 8]	9	[✓ 10]	[✓ 11]	12	13	14	15	[✓ 16]	17	18	19

Component: 10 Instructional Support Services

Program: Career Placement Center

School Site:

Sutter County Schools Career Placement Center
256 Wilbur Street
Yuba City, CA 95991

Contact Person:
Bob Ginther

Telephone Number:
(916) 741-5120

Audience Served:

X Handicapped
___ Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Expelled

Overall School/Program Setting:

The career placement center is operated by the Sutter County Superintendent of Schools and draws students from four high school districts within Sutter County. All students are at-risk. The program is focused on serving teen parents and pregnant minors. Programs include preparation for the regular high school diploma or the GED. Approximately 100 students are served in this manner. In addition to the high-risk students, there is specialized ROP class for severely handicapped students, which serves students at segregated sites as well as at the community college (currently 74 students). Actual vocational training is community based and located in local businesses.

Component Description:

Each student has an individualized program which includes a vocational education plan. Students are able to participate in ROP as well as in special classes which may be held at various high school sites. Students are assigned a community member mentor, someone with a vocational interest, such as doctors, mechanics, etc., often found through the Rotary Club or women's organizations.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 10 Instructional Support Services

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Evelia Genera, Head Counselor

Telephone Number:
(916) 662-4678

Audience Served:

- ___ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- _X_ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School has a strong Learning Resource Center (LRC), which is housed in the library and contains a computer center. The LRC was designed, using teachers' suggestions, to meet the following needs: computer use; tutoring; help reading English language assignments; extra-credit options; time to catch up on missed work; and help writing essays, establishing study and test-taking skills. The LRC teacher is bilingual and provides these in-class presentations on a request basis: How to Study, How to Prepare for a Test, How to Write a Paper, How to Take a Test, and How to Use the LRC.

Counseling is also strong at Woodland High School, which has a student to counselor ratio of 250:1. A Comprehensive Guidance Plan has been developed, and each student sees his or her counselor at least twice a year. Students make 4-year plans with their counselor and parents, and these plans are inputted into a computerized guidance system. Finding that students rarely follow up on referrals to community agencies, Woodland High School has on-site a Teen Assistance Support Center (TASC), housed in a donated trailer. The TASCenter has scheduled times for a wide variety of community health programs and for peer counselors. Students can easily contact these health professionals, and the center helps alleviate demands on counselors' time.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 11 On-going Career Guidance and Counseling

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp
Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Each teacher has been trained through the program to interpret vocational reports and guide the student in appropriate vocational course selection. Once placed, other program staff are brought in via a referral process to help move the student through the continuum of career development opportunities including job training placement. A Transition Plan is in use to record information and future suggestions for the career development of the student. The student, parent, teachers, and program staff are involved in this process. In addition, each high school has a career center staffed by personnel familiar with our projects. They serve as support on the campus.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	11	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 11 On-going Career Guidance and Counseling

Program: California School for the Deaf

School Site:

California School for the Deaf
39350 Gallaudet Drive
Fremont, CA 94538

Contact Person:
Pat Moore, Career Education/
Vocational Principal

Telephone Number:
(415) 794-3761

Audience Served:

- X Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- ____ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- ____ Other ____________________

Overall School/Program Setting:

The California School for the Deaf (CSDF) has 240 high school students and 20 multi-handicapped high school students. There are two full-time career counselors who have divided this caseload and provide career counseling to these students. Last year there was only one counselor who worked with the juniors and seniors. We were able to add one position this year and this counselor works with the freshmen and sophomores to provide earlier intervention.

Component Description:

The career counselors provide guidance for students to help them make a smooth transition from CSDF to post-secondary training or employment. The counselors help students define their goals, select appropriate vocational and academic classes, monitor their progress towards graduation, and conduct vocational assessment and testing for college admission.

Students, parents, and staff members can use various resources in the Career Center: college catalogs, reference books, college addresses with names of deaf support services contact persons, Dept. of Vocational Rehabilitation counselors' names and addresses, descriptions of jobs and their requirements, job training program information, college financial aid forms, SAT and ACT test registration forms, names and addresses of agencies serving the multi-handicapped students, etc.

The career counselors work closely with the vocational teachers (woodworking, graphic arts, mechanical drawing, business education, custodial training, food education and service training, horticulture, electronics assembly, computer service repair, and auto body teachers)l to determine if the student is placed in the appropriate class.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	[✓ 10]	11	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 11 Career Guidance and Counseling

Program: Capistrano-Laguna Beach ROP

School Site:

Capistrano-Laguna Beach ROP
31522 El Camino Real
San Juan Capistrano, CA 92675

Contact Person:

Eleanor Weghorst

Telephone Number:

(714) 496-3118

Audience Served:

___ Handicapped
_X_ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
_X_ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other Career & Vocational Education

Overall School/Program Setting:

Capistrano-Laguna Beach Regional Occupational Program is an occupational skills training and career preparation program located in south Orange County. The program serves two school districts and provides instruction to about 3,000 youth and adults each year. Approximately 15% of the student population is Limited-English-Proficient and 5% have other special needs. Classes are offered in horticulture and animal science, automotive, business and retail, computer science, health occupations, service and trade & industry.

Component Description:

A career technician is located at each of the four high school sites to provide career guidance to high school students. A career center for adults is located at the main ROP site. At these centers, high school students and adults may take assessment testing and discuss possibilities with the on-site guidance person. Employers may list job openings with these centers and the guidance technician will communicate these to potential employees as appropriate. A job fair is held annually, giving local employers and students the opportunity to meet and discuss employment possibilities.

Many classes are articulated with the local community college so that students have a headstart on further career education.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	[✓ 13]	14	15	16	17	[✓ 18]	[✓ 19]

Component: 11 On-going Career Guidance and Counseling

Program: Jobs for Centinela's Graduates

School Site:

Centinela Valley Union High School District
14901 Inglewood Avenue
Lawndale, CA 90260

Contact Person:
Richard Malek, Director of Vocational Education

Telephone Number:

(213) 970-7731

Audience Served:

- ___ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- _X_ Disadvantaged
- _X_ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ___________________

Overall School/Program Setting:

Centinela Valley Union High School District is located in the greater Los Angeles area. The district is 85 percen minority. Jobs for Centinela Graduates is a School to Work Transition Program based on the nationally acclaimed Jobs for America's Graduates (JAG). Centinela Valley Union High School District initiated the JAG Program in September of 1989. Approximately three hundred seniors, and one hundred ninth and tenth grade students are served at Leuzinger and Hawthorne High Schools. Each of the eight specialists is assigned a minimum of fifty clients.

The JAG Program consists of instruction in 33 employment abilities, a motivational, vocational oriented student career association, and job development, and placement assistance provided by the eight Job Specialists. Follow-up support is provided for during the first nine months following high school graduation. Among the 33 activities studied are: Career Planning, Decision Making, Job Search and Interviewing, Job Keeping Skills, Work Relevant Attitudes, Basic Academics, Leadership, and Personal Development.

Component Description:

Each Job Specialist is responsible for organizing a career association with and for his/her students. This association is patterned after the Future Farmers of America. Listed below are some activities that Career Association member engage in:

- Election of officers
- Initiation and installation ceremony
- Study and perform activities related to thirty-three competencies
- Career development activities
- Social activities
- Civic activities

The Career Association bonds students to an organization that gives them a sense of purpose. Many of these students were never involved in school activities, and therefore never felt part of the school. Career Association(s) mee on both Leuzinger, and Hawthorne High Schools. All students in the Opportunity Awareness Program, and Senior School to Work Transition Program are participating members.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	15	16	17	[✓ 18]	19

Component: 11 Career Guidance and Counseling

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Within the district, career guidance is initiated early in the elementary school through awareness programs. At the intermediate level, students begin to develop an awareness of occupations. Assessments are given and discussions are held with students concerning their choices. Summer paid work programs are developed for students.

Through the IEP/ITP plan, vocational information is obtained for both the student and parents. By participating in the ITP, the parents become aware of the skills and needs of their children. This format is extended throughout the high school years.

At the high school level, students are engaged in actual decision-making. Meeting with vocationally oriented staff helps students develop an understanding of where they are developmentally.

This School/Program is also listed under the components marked below:

[✓ 1] 2 [✓ 3] [✓ 4] [✓ 5] [✓ 6] [✓ 7] 8 [✓ 9] [✓ 10] 11 [✓ 12] [✓ 13] [✓ 14] [✓ 15] [✓ 16] [✓ 17] [✓ 18] 19

Component: 11 On-Going Career Guidance and Counseling

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:

Jack Marlowe

Telephone Number:

(415) 837-3221

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Del Amigo has a full-time counselor who spends a great deal of time reviewing vocational aspirations. In addition to this, we have a work experience coordinator who visits the school once a week. We have an award-winning weekly program sponsored by the Danville Rotary Club which brings representatives from sixteen different occupational fields to meet with our students and to give an overview of their fields. We have representatives from all local college systems, as well as trade schools. Our students concurrently enroll in community college courses. they take and review the ASVAB. Jobs are found for students by many members of the staff. We also have an experimental counseling program which is run with the cooperation of Oak Grove Adolescent Center (OGAC). OGAC staff members work with Del Amigo counselors and the team works with selected students to improve self-esteem.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	[✓ 5]	[✓ 6]	7	8	9	10	11	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 11 Career Guidance and Counseling

Program: El Cajon Valley High

School Site:

El Cajon Valley High
1035 E. Madison
El Cajon, CA 92021

Contact Person:

Dawn Miller

Telephone Number:

(619) 579-5855

Audience Served:

- X Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- X Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

The community served by El Cajon Valley High School is essentially blue collar with the major occupations estimated to be 10% professional, 10% semiprofessional, 40% skilled trades, 30% unskilled labor, and 10% miscellaneous. The ethnic distribution of El Cajon Valley's 1760 students is approximately 75% white, 16% Hispanic, 5% Asian or Pacific Islander, 3% Black, 1% American Indian. This cultural diversity is further illustrated by the fact that our campus serves over 24 different language variations. In addition, 7% of the student body has learning handicaps, and approximately 25% of our population are AFDC recipients.

Component Description:

Guidance services at El Cajon Valley High School recognize the need for self-assessment at every stage of a student's educational career. Much emphasis is placed on feeder school articulation in an effort to effectively place beginning students. A major form of this is the pre-ninth and post-tenth individual Personal Educational Plan (PEP) conference. The goal of these conferences which involved the counselor, student, and parent is the formulation of an individual computerized four-year plan. At this time various self-assessment tools are utilized which range from standardized testing instruments to locally-produced tests, including teacher recommendations, past performance, family expectations, and student self-perceptions.

Career decision-making/planning is the central component of any guidance plan involving students at El Cajon Valley High School. All students are required to take a career class in tenth grade. In addition, we have a Career Center on campus and a district Career Development Center.

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	8	9	10	11	12	[✓ 13]	14	15	[✓ 16]	17	[✓ 18]	19

Component: 11 Career Guidance and Counseling

Program: Special Education Service/ MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn
Rona Martin

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
X Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

As vocational training skills are developed, employment sites are sought by the instructors. Many times an on-the-job training site hires the trainee. Students have the opportunity to change sites and develop a multitude of skills. Coastline Regional Occupational Program provides job placement services through their job placement services.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	11	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 11 Career Guidance and Counseling

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

- X Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- X Migrant
- X Disadvantaged
- X At-Risk Youth
- __ Displaced Homemaker
- __ Incarcerated
- __ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- __ Entire School Population
- X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

The on-site counselor, coordinator and director are available to assist the instructors and walk-on counselors with any additional needs a student may have. Students often request to see a specific person. Everyone involved communicates to the coordinator any problems or issues and they are dealt with immediately.

This School/Program is also listed under the components marked below:

①	②	③	④	⑤	6	⑦	8	⑨	10	11	⑫	⑬	14	⑮	16	⑰	⑱	⑲

Component: 11 On-Going Career Guidance and Counseling

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:

Virginia Boone

Telephone Number:

(209) 637-1200

Audience Served:

____ Handicapped
X Limited English Speaking
____ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Three events were conducted between October and April following the summer camp to build upon the results of leadership camp throughout the school year. The activities were job shadowing of a business person in October, a luncheon with the business mentor, and student shadowing with a student from Kings River Community College. Throughout the school year, business education teachers continued to reinforce self esteem building concepts and listened to career planning concerns of students. In turn, students were directed to counselors or college representatives for additional information.

Ninety percent of the LIBERTY students joined Future Business Leaders of America which emphasizes careers in the business field as well as provides opportunites for students to become involved in activities that create positive bonding in school and increases their potential for college admittance.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 11 On-Going Career Guidance and Counseling

Program: Partnership for Youth Employment Project

School Site:

Richmond Unified School District
1250 23rd Street
Richmond, CA 94804

Contact Person:
Anthony Guiton, Project Coordinator

Telephone Number:
(415) 232-2656

Audience Served:

- ___ Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ___

Overall School/Program Setting:

The Partnership Project serves the low-income, high-risk seniors in the Richmond Unified School District. Students can enroll at any time during their senior year and be placed at a variety of work sites within the community following individualized training in job acquisition/retention skills.

Component Description:

The students have access to on-going career guidance and counseling services throughout their enrollment in the program and sometimes beyond. The type of guidance that the students need can vary greatly. Some students need training in the basic aspects of being in the work force. The counselors act as liaisons between the employers and the students, and coach students on problem solving techniques as challenges arise. The students are encouraged to apply these techniques and take the primary role in solving problems whenever possible. Other students are ready for a much more sophisticated approach to choosing a career. The students have access to some excellent books on self-assessment, job searches, resume writing, and interviewing techniques. The counselors are available for discussion as needed on an individual basis.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	7	8	9	10	11	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 11 On-going Career Guidance and Counseling

Program: Pregnant Minor and Young Mothers Program

School Site:

Pregnant Minor and Young Mothers
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:
Lois Capps

Telephone Number:
(805) 966-9101 ext. 230

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ___

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the California Department of Education (Child Development Division, School-Age Parent and Infant Development Program) and is called the Parent and Child Education (PACE) Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

The program provides the opportunity for instruction in both basic academic and appropriate vocational skills. Local graduation requirements are met through enrollment in comprehensive or continuation high school programs. Vocational skills and opportunities are provided through work education and summer youth employment programs. Mentorships are currently being developed through a local women's business and professional association.

This School/Program is also listed under the components marked below:

1	2	③	4	5	6	7	⑧	9	⑩	11	12	13	14	⑮	⑯	17	18	19

Component: 11 On-Going Career Guidance and Counseling

Program: Ventura High School

School Site:

Ventura High School
2155 E. Main Street
Ventura, CA 93001

Contact Person:

Bill Tice or Bob Collins

Telephone Number:

(805) 643-2116

Audience Served:

- ___ Handicapped
- _X_ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- _X_ Disadvantaged
- _X_ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- _X_ Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

Ventura High School is a comprehensive high school with a student population of approximately 1800 students covering grades 9-12. The school is organized into 9 career clusters supported by 5 academic areas. There are 5 counselors including 2 counselors whose primary activities are career counseling and college counseling respectively.

Component Description:

During the first semester, every ninth grade student is introduced to a three hour career planning unit taught in the social science classes. Immediately following that unit, they participate in a registration process where they choose a four year education plan based on their career cluster choice. They receive further career information during career units given in their 10th, 11th and 12th grades. Additionally, their career cluster choices are formally reviewed during each registration and validation period or whenever needed.

This process is supplemented by a variety of career activities which include a career day, ESL career planning groups, individualized career planning presentations for special education students and a multi-faceted career assessment program including: ASVAB, COPS (English and Spanish) and in-house generated devices.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 11 On-going Career Guidance and Counseling

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Evelia Genera, Head Counselor

Telephone Number:
(916) 662-4678

Audience Served:

- ____ Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- ____ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- _X_ Entire School Population
- ____ Other ____________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

The mission of Woodland High School is to serve all students by providing a quality educational program which insures that each student has the opportunity to meet his/her academic, career, personal, and social needs. The goals of the counseling staff are to help students to complete high school successfully and to start planning for the future. Counselors help students to make educational, college, and vocational plans and to solve personal and family problems that affect their school progress. A low student: counselor ratio of 250:1 is considered necessary in order to meet the students' planning and crisis needs, and teachers and administrators support the decision to divert funds to provide this counseling ratio. Another resource for counselors is the TASCenter, described in component 11.

Career Guidance is a priority with Woodland High School, reflected in the establishment of an excellent Career Center, staffed by a Career Center Technician. The use of the Career Center is coordinated with the student's four-year educational planner, developed by the student, parent, and school counselor. This plan is flexible enough to allow the student to change options or choices throughout their four years in high school.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	11	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 12 Parental Involvement and Support

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp
Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X__ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
X__ Disadvantaged
X__ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X__ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Each parent is involved in the IEP/ITP process annually. The student's career strengths/weaknesses are assessed and a plan is developed at those meetings. In addition, before placing a student in a job training site, the Job Developer meets with the parent to discuss transportation, location, duties, etc. The parent is kept informed via telephone and mail of the student's progress at the training site. Students and parents are provided with information about all career options available at the annual meeting. In the Transition Plan, next year's goals are set and reviewed. Support personnel attend the meeting as needed.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	12	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 12 Parental Involvement and Support

Program: Jobs for Centinela' s Graduates

School Site:

Centinella Valley Union High School District
14901 Inglewood Avenue
Lawndale, CA 90260

Contact Person:
Richard Malek, Director of Vocational Education

Telephone Number:
(213) 970-7731

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____

Overall School/Program Setting:

Centinela Valley Union High School District is located in the greater Los Angeles area. The district is 85 percent minority. Jobs for Centinela Graduates is a School to Work Transition Program based on the nationally acclaimed Jobs for America's Graduates (JAG). Centinela Valley Union High School District initiated the JAG Program in September of 1989. Approximately three hundred seniors, and one hundred ninth and tenth grade students are served at Leuzinger, and Hawthorne High Schools. Each of the eight specialists is assigned a minimum of fifty clients.

The JAG Program consists of instruction in 33 employment abilities, a motivational, vocational oriented student career assiciation, and job development, and placement assistance provided by the eight Job Specialists. Follow-up support is provided during the first nine months following high school graduation. Among the 33 activities studied are: Career Planning, Decision Making, Job Search and Interviewing, Job Keeping Skills, Work Relevant Attitudes, Basic Academics, Leadership, and Personal Development.

Component Description:

Parent involvement: The Jobs for America's Graduates model calls for extensive parent involvement.

The Job Specialist is responsible for group meetings with perspective parents, and students. Additionally, each prospective JAG/JCG student's home is visited, and the parent, student and job specialist sign a student and parent commitment form acknowledging the commitment of all three parties to assist, and support one another during the course of the year. Follow-up meetings are held with the student and parents to discuss attainment of competencies and school to work transition goals.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	13	14	15	16	17	[✓ 18]	19

Component: 12 Parental Involvement and Support

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Because of the required rules of PL 94-142, the school site and the parents must meet at least one time per school year to discuss the academic life of the student. The "Transition" law is now becoming attached to this process. The schools are mandated to develop a workable program that will transition the student through high school and after graduation. Throughout this process the parents are active members of the team.

Because of the amount of time involved with developing job sites and experiences for the students, we are finding that more communication between the school and home is occurring. Parents are very interested in how their child is progressing.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 12 Parental Involvement and Support

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:
Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Every parent takes part in an entry interview. At that time the school rules, policies, expectations, course offerings, grading systems and other information are reviewed. The parents work with the counselor to design a long-range program leading toward graduation. The PTA is involved in several aspects of school life. At two meetings per year, report cards are distributed at night so parents and teachers can meet to discuss student progress. At two weekly meetings, (Tuesdays and Thursdays), the staff makes plans for improving student work. The choice to involve parents is often made. Parents are always contacted when it is necessary to deal with such agencies as Child Protective Services or Walnut Creek Hospital. These cases involve families with pressing problems.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	[✓ 5]	[✓ 6]	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 12 Parental Involvement and Support

Program: Gripp Eagle

School Site:

El Monte Union High School District
3537 Johnson Avenue
El Monte, CA 91731

Contact Person:
Dr. Eugene Platz

Telephone Number:
(818) 444-9005

Audience Served:

___ Handicapped
_X_ Limited English Speaking
___ Pregnant Teen/Teen Parent
_X_ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

The program is a comprehensive nine point plan designed to motivate at-risk high school students to stay in school by fostering positive relationships with the business community, teachers, peers, and families; emphasizing the importance of education, positive cultural identity and self-esteem as the cornerstone to their success.

The program covers an eleven week period during the summer. It opens with a welcome barbecue and concludes with a graduation ceremony complete with caps and gowns and certificates of completion. Students who successfully complete the program will be transferred to the respective homeschool for matriculation in the comprehensive school program.

Component Description:

Parent's Forum

The AWEC's MFCC Intern will conduct a series of bilingual workshops that will include guest speakers covering an array of parenting issues (i.e., Listening, Women and Cultural Attitudes; Sex, My Teenager, Mom and Dad).

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	[✓ 15]	16	[✓ 17]	18	19

Component: 12 Parental Involvement and Support

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

☒ Handicapped
☐ Limited English Speaking
☐ Pregnant Teen/Teen Parent
☐ Migrant
☐ Disadvantaged
☒ At-Risk Youth
☐ Displaced Homemaker
☐ Incarcerated
☒ Adult Education
☐ Alternative Ed. (academies, continuation HS, Etc.)
☐ Entire School Population
☐ Other

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

Parents are involved at the IEP meeting and in deciding where students will be placed for on-the-job training. Parents are also involved in deciding whether students are trained in public transportation. Parents are consulted for days and number of hours students can be placed in competitive employment. They are also contacted as necessary regarding student progress.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 12 Parental Involvement and Support

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

_X_ Handicapped
_X_ Limited English Speaking
_X_ Pregnant Teen/Teen Parent
_X_ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Parents are included previous to enrollment. During the initial coordinator, student, parent interview, transcripts are discussed so everyone is aware of the correct grade placement. Discussion of past frustrations occurs and a goal is set. This includes returning to another school program, if 16-the CHSPE, if 18-the GED, the military or employment.

The parent may call or schedule an appointment when necessary. There is a phone in the classroom for direct communication with instructors. Each month attendance and academic progress reports are sent home.

This School/Program is also listed under the components marked below:

①	②	③	④	⑤	6	⑦	8	⑨	10	⑪	⑫	13	14	⑮	16	⑰	⑱	⑲

Component: 12 Parental Involvement and Support

Program: Job Readiness

School Site:

Live Oak High School
Morgan Hill Unified School District
P.O. Box 927
Morgan Hill, CA 95038-0927

Contact Person:
Carol Zepecki

Telephone Number:
408-779-5272

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other Special Education

Overall School/Program Setting:

The Morgan Hill Unified School District is a K-12 district in the Santa Clara Valley south of San Jose, California. 8,600 students are served in eight elementary schools, two middle schools, one comprehensive high school and one continuation high school. Approximately 800 students receive Special Education services in special class, resource specialist and speech and language specialists programs.

Special Education students in grades 10-12 are enrolled at Live Oak High School, the district's comprehensive high school. The Special Education program at this site functions through a departmentalized approach with five staff members providing support and academic coursework to 80-125 students.

The staff at the high school has been involved for over ten years in a process that includes job placement for student graduates. During the past four years, they have formalized this process. As a result, the majority of students leaving the program at Live Oak have had some opportunity to work, have a program plan for future employment, and have the necessary skills to keep a job.

Component Description:

All parents attend a yearly meeting to plan their students programs through the Individualized Education Plan process. Additional meetings are held as needed to involve parents in vocational planning, job placement and follow-up activities. Parents are invited to open house meetings to explain program options for their students and have been included in regional meetings to discuss social security benefits and similar concern for the older Special Education student.

The parents of seniors work with counselors and Special Education staff in the fall of the year to insure that all graduation requirements are being met and there is a plan for employment. Seniors are given preference for Work-Ability positions and a job developer works with community and business representatives to secure support employment for these students. Seniors are also involved in working with a rehabilitation counselor funded through the Transition Partnership Project begun in 1988-89. This counselor, a Special Education staff member, the student, and parents develop a transition plan for the student.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	7	8	9	10	11	12	13	14	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 12 Parental Involvement and Support

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:
Virginia Boone

Telephone Number:
(209) 637-1200
675 W. Manning Avenue

Audience Served:

____ Handicapped
X Limited English Speaking
____ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Parents have been involved from the onset of the project, starting with parents who serve on the business education advisory committee to those who have attended the summer camp as chaperones. At camp these parents have served as team leaders, led small discussion groups following presentations by speakers, and assumed responsibilities of various aspects of the camp such as equipment, photography, camp nurse, team sports and dormitory supervision.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	12	13	14	[✓ 15]	[✓ 16]	17	18	[✓ 19]

Component: 12 Parental Involvement and Support

Program: Tulare County Transition Partnership

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:

Michael Mayo

Telephone Number:

(209) 733-6683

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ______________________

Overall School/Program Setting:

The Tulare County Transition Partnership Program is operated collaboratively among three large service groups; (1) Tulare County Department of Education, (2) Department of Rehabilitation, (3) Tulare County Organization for Vocational Education (TCOVE). The County Department of Education Service Area includes 49 school districts with 9 high school districts participating in TCOVE programming.

Component Description:

The Transition Partnership Program started in Tulare County on April 1, 1989. The transition process starts at the middle school level with career awareness and career exploration that is tied into the existing high school program.

Upon entry into high school, students are involved with a JTPA pre-employment skills competency list and then placed into a variety of job training programs. At the end of the student's junior year, an individual transition plan is developed. At that time, all necessary agencies are brought together with the student to plan the student's vocational goals and implementation of these goals. Students need to be Department of Rehabilitation eligible to be enrolled in the Transition Program.

Parent involvement is a major component of transition. This process starts with the IEP when planning long range vocational objectives. The process continues when the student is placed on paid employment and the parent is asked to participate in a variety of job related activities. The ITP is written in conjunction with the IEP and involves the parent and student to form a vocational plan.

Transition brings together the necessary agencies to provide a smooth transition from school to employment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 12 Parental Involvement and Support

Program: Ventura High School

School Site:

Ventura High School
2155 E. Main Street
Ventura, CA 93001

Contact Person:

Bill Tice or Bob Collins

Telephone Number:

(805) 643-2116

Audience Served:

- ☐ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☒ Entire School Population
- ☐ Other

Overall School/Program Setting:

Ventura High School is a comprehensive high school with a student population of approximately 1800 students covering grades 9-12. The school is organized into 9 career clusters supported by 5 academic areas. There are 5 counselors including 2 counselors whose primary activities are career counseling and college counseling respectively.

Component Description:

The parents are encouraged to help their student pick an appropriate career path as outlined in component number 11. They are asked to sign the 4 year career cluster plan that the student chooses as part of the 10th grade registration process. They are also encouraged to participate in career units given in the social science classes each year.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	13	14	15	16	[✓ 17]	[✓ 18]	19

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp
Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Each parent is involved in the IEP/ITP process annually. The student's career strengths/weaknesses are assessed and a plan is developed at those meetings. In addition, before placing a student in a job training site, the Job Developer meets with the parent to discuss transportation, location, duties, etc. The parent is kept informed via telephone and mail of the student's progress at the training site. Students and parents are provided with information about all career options available at the annual meeting. In the Transition Plan, next year's goals are set and reviewed. Support personnel attend the meeting as needed.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Capistrano-Laguna ROP

School Site:

Capistrano-Laguna Beach ROP
31522 El Camino Real
San Juan Capistrano, CA 92675

Contact Person:

Eleanor Weghorst

Telephone Number:
(714) 496-3118

Audience Served:

- ☐ Handicapped
- ☒ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☐ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☒ Other Career & Vocational Education

Overall School/Program Setting:

Capistrano-Laguna Beach Regional Occupational Program is an occupational skills training and career preparation program located in south Orange County. The program serves two school districts and provides instruction to about 3,000 youth and adults each year. Approximately 15% of the student population is Limited-English-Proficient and 5% have other special needs. Classes are offered in horticulture and animal science, automotive, business and retail, computer science, health occupations, service and trade & industry.

Component Description:

Each semester, an orientation is held at the high school site for special needs students and for their parents (two separate orientations). ROP administration and instructors describe the opportunities available for the students. Special needs students are given a tour of the ROP facility so that they may be familiar with the location and the content of each class.

When the special population being addressed is limited-English-proficient, students and parents are addressed through career advisor attendance at evening classes for orientation on ROP opportunities.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	13	14	15	16	17	[✓ 18]	[✓ 19]

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Vocational assessments are being completed on all students in Special Education. At the completion of the assessment, a meeting is called between the staff and student to discuss the results. An information evaluation is sent to the parents. A vocational file is developed for test results and counseling session information. Discussions with public agencies are held if needed, and parent involvement is encouraged to help the student with job referrals and placements.

All of this information is again made available to parents in writing, by phone calls, and at meetings.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 13 Notification of Students/Parents Regarding Vocational Opportunities

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:

Corinne Beacham

Telephone Number:

(714) 979-1955

Audience Served:

- ☒ Handicapped
- ☒ Limited English Speaking
- ☒ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☒ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☒ Entire School Population
- ☐ Other

Overall School/Program Setting:

Coastline is a joint powers ROP covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one-thirty hour week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive backgrounds in vocational special needs.

Component Description:

In order to notify students and parents regarding vocational opportunities, Coastline ROP sends a representative from the Transition Services Department to various high school functions including career night, college nights, and transition nights. At the events information is shared, both individually and as a group about vocational options, training environment, and support services that are available.

Another practice Coastline ROP uses is a special joint mailing with one of our districts to the parents of Special Education students grade 8-12. This is done in August and helps meet the district requirement for notification of programs and services prior to 9th grade. The special mailing includes a class schedule and list of support services, and sets up special enrollment arrangements for these families. Finally, Coastline ROP does specialized promotion recruitment and enrollment at 25 high schools for all the Special Education classes. A representative from Coastline ROP Transition Services Department also attends Individual Transition Planning meetings.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	[✓ 7]	8	9	10	11	12	13	14	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 13 Notification of Students/Parents Regarding Vocational Opportunities

Program: El Cajon Valley High

School Site:

El Cajon Valley High
1035 E. Madison
El Cajon, CA 92021

Contact Person:

Dawn Miller

Telephone Number:

(619) 579-5855

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
____ Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
____ Other ____________

Overall School/Program Setting:

The community served by El Cajon Valley High School is essentially blue collar with the major occupations estimated to be 10% professional, 10% semiprofessional, 40% skilled trades, 30% unskilled labor, and 10% miscellaneous. The ethnic distribution of El Cajon Valley's 1760 students is approximately 75% white, 16% Hispanic, 5% Asian or Pacific Islander, 3% Black, 1% American Indian. This cultural diversity is further illustrated by the fact that our campus serves over 24 different language variations. In addition, 7% of the student body has learning handicaps, and approximately 25% of our population are AFDC recipients.

Component Description:

Career decision-making/planning is the central component of any guidance plan involving students at El Cajon Valley High School. All students are required to take a career class in tenth grade. In addition, we have a Career Center on campus and a district Career Development Center. There is a continual effort to eliminate bias and stereotyping through a selective process that emphasizes broad representation with respect to members of various career fields.

Besides a very active calendar with respect to speakers from local business and industry, the Guidance Department orchestrates the following career-related student experiences designed to acquaint students with the labor market:

Summer Youth Program
Work Experience
Exploratory Work Experience Job Shadowing
ROP
Career Development Center
Job Corps
Workability Program for Special Education Students

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	8	9	10	[✓ 11]	12	13	14	15	[✓ 16]	17	[✓ 18]	19

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

- X Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- X Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ___________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

Students and parents are notified of opportunities through flyers sent out to local High school classes, Department of Rehabilitation and developmental disabilities services offices. Presentations are made within the school and community to describe the vocational and educational options available through the program. Descriptions of job sites and training plans are available to students and parents.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	13	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

- ☒ Handicapped
- ☒ Limited English Speaking
- ☒ Pregnant Teen/Teen Parent
- ☒ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☒ Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

During the initial parent/student interview, employment is discussed. When requested, a referral to the JTPA/ ROP counselor is made. They then assess the students' employment needs and abilities. Whenever possible they participate in JTPA, ROP or work experience.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	16	[✓ 17]	[✓ 18]	[✓ 19]

Component: 13 Notification of Both Students/Parents Regarding Vocational Opportunities

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Evelia Genera, Head Counselor

Telephone Number:
(916) 662-4678

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
___ Other ____________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School is organized into six Career Paths: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; and Social, Human, and Governmental Services. Every student chooses a career path, and every teacher, administrator, and counselor does so as well. Students meet with their counselors at least twice a year, and parents must sign the students' 4-year educational planner. In addition, Woodland High School distributes excellent course catalogs, student handbooks, and parent handbooks.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 14 Formalized Articulation and Communication

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Vocational educators are becoming quite involved in planning and execution of the vocational plan for each Special Education student. PL 94-142 requires that meetings be held with all staff who are required to work with students.

Vocational staff meet with students daily and participate in the planning of the students' vocational plans. The staff meet with elective teachers to observe, advise and monitor the student. When the student is involved with hands-on activities, (OCE-OCJ, Work Experience, Workability) the staff may observe real work situations and offer advice.

The staff often meet with parents to talk about what is happening in the students' experiences and make recommendations to ensure student success.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 14 Formalized Articulation and Communication

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:

Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
_X_ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

Educators develop both long range and short term goals for each student through discussions with parents, individual home visits and evaluation of assessment materials and student performance. Teachers consult each other daily regarding progress and difficulties in order to intercede before problems arise, providing a successful experience for each individual.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Each parent is involved in the IEP/ITP process annually. The student's career strengths/weaknesses are assessed and a plan is developed at those meetings. In addition, before placing a student in a job training site, the Job Developer meets with the parent to discuss transportation, location, duties, etc. The parent is kept informed via telephone and mail of the student's progress at the training site. Students and parents are provided with information about all career options available at the annual meeting. In the Transition Plan, next year's goals are set and reviewed. Support personnel attend the meeting as needed.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	15	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Clovis Unified School District has developed a 2+4 Transition Plan for the two years that a student is at the intermediate level and the 4 years while in high school. We developed 1) Assessment Progression, 2) Vocational Academic Progression, 3) Experience Progression, and 4) Hands-On Work Experience Progression.

The program is committed to development at lower grades to ensure logical progression towards and through and after high school. The students need to be made aware of available work and how they should work with the system. We have addressed the academic needs, elective, and vocational needs of our students.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:
Corinne Beacham

Telephone Number:
(714) 979-1955

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
X Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ___

Overall School/Program Setting:

Coastline is a joint powers Regional Occupational Program covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one, thirty-hour week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive backgrounds in vocational special needs.

Component Description:

In order to notify students and parents regarding vocational opportunities, Coastline ROP sends a representative from the Transition Services Department to various high school functions including career night, college nights, and transition nights. At the events information is shared, both individually and as a group about vocational options, training environment, and support services that are available.

Another practice Coastline ROP uses is a special joint mailing with one of our districts to the parents of Special Education students grade 8-12. This is done in August and helps meet the district requirement for notification of programs and services prior to 9th grade. The special mailing includes a class schedule and list of support services, and sets up special enrollment arrangements for these families. Finally, Coastline ROP does specialized promotion recruitment and enrollment at 25 high schools for all the Special Education classes. A representative from Coastline ROP Transition Services Department also attends ITP meetings.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	[✓ 7]	8	9	10	11	12	[✓ 13]	14	15	[✓ 16]	17	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Operation Gripp Eagle

School Site:

El Monte Union High School District
3537 Johnson Avenue
El Monte, CA 91731

Contact Person:
Dr. Eugene Platz

Telephone Number:
(818) 444-9005

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___

Overall School/Program Setting:

The program is a comprehensive nine point plan designed to motivate at-risk high school students to stay in school by fostering positive relationships with the business community, teachers, peers, and families; emphasize the importance of education, positive cultural identity and self-esteem as the cornerstone to their success.

The program covers an eleven week period during the summer. It opens with a welcome barbecue and concludes with a graduation ceremony complete with caps and gowns and certificates of completions. Students who successfully complete the program will be transferred to the respective homeschool for matriculation in the comprehensive school program.

Component Description:

The students are representative of under-educated families. Few family members have graduated from high school, much less matriculated into college. Through the Talent Search Program, students will learn about the three public college systems and visit one campus of each of the three systems. Talent Search is an outreach program of the California State University system designed to identify and guide at-risk high school students for college preparation.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 15 Formalized Transition Planning

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at-risk.

Component Description:

Students involved in the program are provided with assessment services, placement services, career guidance activities, and transitional counseling. Students may utilize services provided through the Career Center at El Toro High School, the Transitional Services Department at CROP and the Horizon Program. They are given a variety of assessments before being placed out at a job site. Parents are contacted to discuss placements before job placements are made. Teachers try to accommodate the parents' desires for specific jobs whenever possible. For example, one particular parent has expressed an interest in getting office skills training for her daughter. The student will be graduating this June. We have placed her at a local computer company performing clerical tasks.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

_X_ Handicapped
_X_ Limited English Speaking
_X_ Pregnant Teen/Teen Parent
_X_ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
_X_ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
_X_ Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Based on progress, the student transitions to other programs. The coordinator keeps track of each individual. Depending on credit standing and age, the student may be referred back to a comprehensive setting for the next semester, or to Independent Study, Continuation School, Community School or post secondary programs. Our district has no adult education programs. Since our district is small, all comprehensive schools are aware when students are going to be returned.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	15	[✓ 16]	[✓ 17]	[✓ 18]	[✓ 19]

Component: 15 Formalized Transition Planning

Program: Project Horizons

School Site:

Project Horizons (Workability)
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Contact Person:
Beverly Huff

Telephone Number:
(714) 651-0444

Audience Served:

_X_ Handicapped
_X_ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
_X_ Other Special Education

Overall School/Program Setting:

Project WorkAbility, known as Horizons in the Irvine Unified School District, entered into a joint powers agreement with the City of Irvine and Saddleback Valley Unified School District to provide career-vocational education services to 10th, 11th, and 12th grade Special Education students.

Component Description:

WorkAbility staff members participate on an Orange County Transition Planning Committee. Committee membership includes North Orange County ROP, DDC, Cal State University Long Beach, Fairview Developmental Center, Area Board XI, Orange County Department of Education, Orange County Association for Retarded Citizens, North Orange County Community College District, and Irvine WorkAbility. Input from various community agencies has helped to promote linkages between school districts and adult service providers. WorkAbility staff work cooperatively with parents to plan, organize, and implement transition activities. An Orange County Special Needs Transition Fair was successfully co-sponsored spring 1990.

Through a Transition Grant funded by the State Department of Education in 1987-88, transition materials were developed. This year (1990), Horizons revised and produced the second publication of the Transition Guide and the Adult Special needs Directory. Each school site transition team, consisting of Special Education staff, a community services representative from the Department of Rehabilitation, Developmental Disabilities, and other adult service providers meet with parents and the student to develop specific goals and activities that include successful community integration and unsubsidized employment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	15	[✓ 16]	[✓ 17]	18	19

Component: 15 Formalized Transition Planning

Program: Job Readiness

School Site:

Live Oak High School
Morgan Hill Unified School District
P.O. Box 927
Morgan Hill, CA 95038-0927

Contact Person:
Carol Zepecki

Telephone Number:
408-779-5272

Audience Served:

☒ Handicapped
☐ Limited English Speaking
☐ Pregnant Teen/Teen Parent
☐ Migrant
☐ Disadvantaged
☐ At-Risk Youth
☐ Displaced Homemaker
☐ Incarcerated
☐ Adult Education
☐ Alternative Ed. (academies, continuation HS, Etc.)
☐ Entire School Population
☒ Other Special Education

Overall School/Program Setting:

The Morgan Hill Unified School District is a K-12 district in the Santa Clara Valley south of San Jose, California. 8,600 students are served in eight elementary schools, two middle schools, one comprehensive high school and one continuation high school. Approximately 800 students receive Special Education services in special class, resource specialist and speech and language specialists programs.

Special Education students in grades 10-12 are enrolled at Live Oak High School, the district's comprehensive high school. The Special Education program at this site functions through a departmentalized approach with five staff members providing support and academic coursework to 80-125 students.

The staff at the high school has been involved for over ten years in a process that includes job placement for student graduates. During the past four years, they have formalized this process. As a result, the majority of students leaving the program at Live Oak have had some opportunity to work, have a program plan for future employment, and have the necessary skills to keep a job.

Component Description:

A career-vocational goal is written as part of each student's IEP. Students have the opportunity to explore goals and develop job seeking skills during their Job Success classes.

Since January, 1989, as part of a Transition Partnership Program, Live Oak students who qualify for Department of Rehabilitation services have separate transition plans written. These are developed through the cooperation of the parents, student, D.R. counselor, high school teacher and job coach.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	15	[✓ 16]	[✓ 17]	18	19

Component: 15 Formalized Transition Planning

Program: Mission Hills ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:

Patrick Keating, Vocational Coordinator

Telephone Number:

(408) 753-4209

Audience Served:

X Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ____________

Overall School/Program Setting:

Mission Trails Regional Occupational Program is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

The transition program begins at the middle schools for Special Education students. Each student is taken to the ROP Center's Exploratorium where he/she goes through a series of hands-on career explorations. Each Special Education class is given an interest survey and the assessment technician introduces each student to vocational programs available at the secondary and ROP levels. A general report covering the students interests, abilities and suggested future program is given to each student and teacher to help plan their high school courses.

At the 9th and 10th grade Special Education, disadvantaged, LEP and migrant students get a 3-4 year program to assure they are mainstreaming into regular vocational programs. A suggested plan is developed by assessing the students' academic aptitude and interest levels and getting their input about programs they would like to enter.

At the 12th grade level, all Special Education students who have completed or are enrolled in an ROP program are invited to enroll in our Workability II program. At that time a plan is developed to assure a transition to work, further advanced technical training or college. A timeline and services to be provided are written into the plan. This is a joint venture with the Department of Rehabilitation.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	6	[✓ 7]	8	[✓ 9]	10	11	12	13	14	15	16	17	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:

Virginia Boone

Telephone Number:

(209) 637-1200

Audience Served:

___ Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Business Education Students

Overall School/Program Setting:

Reedley High School with 1571 students is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Transitions from secondary school to post secondary programs are addressed in the student shadowing activity with business education students from Kings River Community College (KRCC). The business education instructor at KRCC who serves on the Business Education Advisory Committee is instrumental in keeping high school teachers informed of college requirements. A student outreach representative from KRCC is on the high school campus twice a month throughout the school year to discuss college options with students. Business education teachers also assist students in selecting colleges and universities.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	13	14	15	[✓ 16]	17	18	[✓ 19]

Component: 15 Formalized Transition Planning

Program: Pregnant Minor and Young Mothers Program

School Site:

Parent and Child Education Center
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:
Lois Capps

Telephone Number:
(805) 966-9101 ext. 230

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ________________

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the California Department of Education (Child Development Division School-Age Parent and Infant Development Program) and is called the Parent and Child Education (PACE) Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

Instructional support services and formalized transition planning occur through cooperation with single parent support, and other services of the Educational Opportunity Program of Santa Barbara City College. Academic tutoring is provided by CAL-Soap along with volunteers from local colleges. The R.O.P. and work education departments of the local school districts assist with career planning. The C.A.R.E. Program provides assistance with college and financial assistance applications.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	4	5	[✓ 6]	7	[✓ 8]	9	[✓ 10]	[✓ 11]	12	13	14	15	[✓ 16]	17	18	19

Component: 15 Formalized Transition Planning

Program: Transition Partnership Program

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:

Michael Mayo

Telephone Number:

(209) 733-6683

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Tulare County Transition Partnership Program is operated collaboratively among three large service groups; (1) Tulare County Department of Education, (2) Department of Rehabilitation, (3) Tulare County Organization for Vocational Education (TCOVE). The County Department of Education Service Area includes 49 school districts with 9 high school districts participating in TCOVE programming.

Component Description:

The Transition Partnership Program started in Tulare County on April 1, 1989. The transition process starts at the middle school level with career awareness and career exploration that is tied into the existing high school program.

Upon entry into high school, students are involved with a JTPA pre-employment skills competency list and then placed into a variety of job training programs. At the end of the student's junior year, an individual transition plan is developed. At that time, all necessary agencies are brought together with the student to plan the student's vocational goals and implementation of these goals. Students need to be Department of Rehabilitation eligible to be enrolled in the Transition Program.

Parent involvement is a major component of transition. This process starts with the IEP when planning long range vocational objectives. The process continues when the student is placed on paid employment and the parent is asked to participate in a variety of job related activities. The ITP is written in conjunction with the IEP and involves the parent and student to form a vocational plan.

Transition brings together the necessary agencies to provide a smooth transition from school to employment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	[✓ 12]	13	14	15	[✓ 16]	[✓ 17]	[✓ 18]	19

Component: 15 Formalized Transition Planning

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:

Evelia Genera, Head Counselor

Telephone Number:

(916) 662-4678

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Woodland High School is organized into six Career Paths: Agriculture and Natural Resources; Arts and Communications; Business and Marketing; Health, Home, and Recreation; Industrial Technology and Engineering; and Social, Human, and Governmental Services. Every student chooses a career path, and every teacher, administrator, and counselor does so as well. From this career path, students make up an educational plan for their high school courses. Students meet with their counselors at least twice a year to review this plan, and parents must sign the students' 4-year educational planner.

The mission of Woodland High School is to serve all students by providing a quality educational program which insures that each student has the opportunity to meet his/her academic, career, personal, and social needs. The goals of the counseling staff are to help students to complete high school successfully and to start planning for the future. Counselors helps students to make educational, college, and vocational plans and to solve personal and family problems that affect their school progress. A low student: counselor ratio of 250:1 is considered necessary in order to meet the students' planning and crisis needs, and teachers and administrators support the decision to divert funds to provide this counseling ratio. With 35 vocational courses approved for graduation credit, many career-related options are available to students.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	15	[✓ 16]	17	18	19

Component: 16 Intra-Inter Agency Collaboration

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

The Butte County Transition Advisory Committee composed of personnel from Department of Rehabilitation, Butte County Office of Education, Department of Habilitation, FarNorthern Regional Center, Private Industry Council, sheltered workshops, Independent Living Center, Butte Community College, and Chico State University, meets regularly to better coordinate and facilitate career and transition planning and cooperation. A product of this committee is the Resource Directory for the Handicapped which lists all supportive agencies for the disabled in Butte County, minimum requirements and access steps.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	[✓ 18]	19

Component: 16 Intra-Inter Agency Collaboration

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Intra-agency collaboration has been established with different agencies. Working relationships between agencies, the school and the school district is the goal of the program. There are a number of Inter-agency support services with which students involve themselves. We are working directly with support groups such as nurse, speech, at-risk programs, independent study, etc.

The Clovis Unified School District has developed a communication network with agencies such as CVRC, ARC, Rehabilitation, ROCP, Speech, CAPH, etc. Since they are agencies that will be or are now working with the students, we offer assistance to these agencies. A strong relationship between those agencies and the school district has been established. These agencies are involved in providing money, time and energy to the students being served. The local community has become involved in summer programs that involve our students. The community feels that by helping youth in this manner, the youth will be able to reciprocate by assisting the community when the need arises such as working with the senior citizens.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	16	[✓ 17]	[✓ 18]	19

Component: 16 Intra-Inter Agency Collaboration

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:
Corinne Beacham

Telephone Number:
(714) 979-1955

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
X Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ____________________

Overall School/Program Setting:

Coastline is a joint powers ROP covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one, thirty-hour week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive backgrounds in vocational special needs.

Component Description:

Coastline ROP has developed and maintained inter/intra agency collaboration in several ways. First, a representative from the Transition Services Department attends Special Education Department meetings on several high school campuses. In the meetings they discuss new vocational programs, location of the program, content of class and accomodation that can be made. Secondly, Coastline ROP has co-authored JTPA programs with several of the districts we work with to provide support to special populations.

Additionally, Coastline ROP operates a Workability II Program jointly with Department of Rehabilitation. Specialists within the department serve on various county-wide multi-agency committees.

This School/Program is also listed under the components marked below:

①	2	3	4	5	6	⑦	8	9	10	11	12	⑬	14	⑮	16	17	⑱	19

Component: 16 Intra-Inter Agency Collaboration

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

- _X_ Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- _X_ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- _X_ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- ____ Other ________________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

The Coastline Regional Occupational Program and the Saddleback Unified School District have worked closely together to set this program up. Two teachers are involved, one from CROP and one from Saddleback Unified. These two teachers meet daily to discuss lessons and student achievements. The staff also meets and coordinates efforts with representatives of the Developmental Disabilities Center, the Department of Rehabilitation, community colleges, and the Horizons Program. An example of this cooperation and coordination is when students who are unable to maintain regular competitive employment after substantial training are referred to the Supported Work Employment program. Staff work closely with parents and students to see that appropriate agencies are contacted that can provide additional services to benefit the student.

This School/Program is also listed under the components marked below:

1	2	3	4	⑤	⑥	⑦	8	⑨	⑩	⑪	⑫	⑬	⑭	⑮	16	⑰	⑱	19

Component: 16 Intra-Inter Agency Collaboration

Program: Project Horizons

School Site:

Project Horizons (Workability)
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Contact Person:

Beverly Huff

Telephone Number:

(714) 651-0444

Audience Served:

- X Handicapped
- X Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- X Other Special Education

Overall School/Program Setting:

Project WorkAbility, known as Horizons in the Irvine Unified School District, entered into a joint powers agreement with the City of Irvine and Saddleback Valley Unified School District to provide career-vocational education services to 10th, 11th, and 12th grade Special Education students.

Component Description:

WorkAbility staff members participate on an Orange County Transition Planning Committee. Committee membership includes North Orange County ROP, DDC, Cal State University Long Beach, Fairview Developmental Center, Area Board XI, Orange County Department of Education, Orange County Association for Retarded Citizens, North Orange County Community College District, and Irvine WorkAbility. Input from various community agencies has helped to promote linkages between school districts and adult service providers. WorkAbility staff work cooperatively with parents to plan, organize, and implement transition activities. An Orange County Special Needs Transition Fair was successfully co-sponsored this spring (1990).

Through a Transition Grant funded by the State Department of Education in 1987-88, transition materials were developed. This year, Horizons revised and produced the second publication of the Transition Guide and the Adult Special needs Directory. Each school site transition team, consisting of Special Education staff, a community services representative from the Department of Rehabilitation, Developmental Disabilities, and other adult service providers meet with parents and the student to develop specific goals and activities that include successful community integration and unsubsidized employment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	[✓ 15]	16	[✓ 17]	18	19

Component: 16 Intra-Inter Agency Collaboration

Program: Tutorial Assistance Program for Voc Ed Students

School Site:

Lassen Union High School District
1110 Main Street
Susanville, CA 96130

Contact Person:
Sue Fincher, Coordinator

Telephone Number:
(916) 257-2141

Audience Served:

- _X_ Handicapped
- _X_ Limited English Speaking
- _X_ Pregnant Teen/Teen Parent
- ___ Migrant
- _X_ Disadvantaged
- _X_ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- _X_ Alternative Ed. (academies, continuation HS, Etc.)
- _X_ Entire School Population
- ___ Other ____________________

Overall School/Program Setting:

Lassen Union High School District includes Lassen High School (9-12, population 850-950, comprehensive), Credence High School (9-12, population 75-100, continuation), and the Alternative Learning Center (9-12, population 20-25).

We are in a rural setting serving students from as far away as 60 miles. Each of our students may be considered disadvantaged, due to the lack of services and resources available to students in larger urban areas. Demographics are unavailable, but we we know that most of our students are high risk students and the dropout rate was considerable.

Component Description:

We closely link our program to such other programs as JTPA, ROP, EDD, Department of Rehabilitation, and the community college. Our Workability program and the work experience program also are under the auspices of our vocational education program, and we all work together to best serve our students.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	7	8	9	10	11	12	13	14	15	16	17	[✓ 18]	19

Component: 16 Intra-Inter Agency Collaboration

Program: Job Readiness

School Site:

Live Oak High School
Morgan Hill Unified School District
P.O. Box 927
Morgan Hill, CA 95038-0927

Contact Person:

Carol Zepecki

Telephone Number:

408-779-5272

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
_X_ Other Special Education

Overall School/Program Setting:

The Morgan Hill Unified School District is a K-12 district in the Santa Clara Valley south of San Jose, California. 8,600 students are served in eight elementary schools, two middle schools, one comprehensive high school and one continuation high school. Approximately 800 students receive Special Education services in special class, resource specialist and speech and language specialists programs.

Special Education students in grades 10-12 are enrolled at Live Oak High School, the district's comprehensive high school. The Special Education program at this site functions through a departmentalized approach with five staff members providing support and academic coursework to 80-125 students.

The staff at the high school has been involved for over ten years in a process that includes job placement for student graduates. During the past four years, they have formalized this process. As a result, the majority of students leaving the program at Live Oak have had some opportunity to work, have a program plan for future employment, and have the necessary skills to keep a job.

Component Description:

In 1985, an interdistrict/interagency group was formed in the area surrounding Morgan Hill to involve all local service providers in collaboration and communication. This group continues to meet monthly and is attended by a staff members from Morgan Hill. This group includes representatives from HOPE, Gavilan Community College, San Andreas Regional Center, local counseling agencies, local school districts and the Department of Rehabilitation. The group shares ideas about assessment and jobs, has offered workshops for parents and teachers and is working to formalize and share assessment facilities and tools.

The staff also works with representatives from the County Office of Education, San Jose State University and the State Department of Education in order to gain new information about programs.

The Live Oak Foundation, a local community foundation, has given funds to the program; and the custodians association annually give a scholarship to a student. Presentations have been made at Rotary concerning the program and over forty businesses have participated in the program and have offered jobs to students and provided other resources. One employer is a regular member of the district Vocational Education Advisory Committee.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	[✓ 15]	16	[✓ 17]	18	19

Component: 16 Intra- and Inter-Agency Collaboration

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:

Virginia Boone

Telephone Number:

(209) 637-1200

Audience Served:

- ☐ Handicapped
- ☒ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☒ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☒ Other Business Education Student

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Agencies work with the business education teachers to plan and sponsor the various activities are Kings River Community College and the Reedley Downtown Association. Members of these agencies serve on the business education advisory committee and assume leadership in planning job shadowing, business mentoring, student shadowing, and joint luncheon with a motivational speaker.

Speakers at the last summer camp represented the following agencies:

California State Self Esteem Task Force
Fresno Police Department
Television Station KFSN
Office of the Fresno County Administrator

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	16	17	18	[✓ 19]

Component: 16 Intra-Inter Agency Collaboration

Program: Pregnant Minor and Young Mothers Program

School Site:

Parent And Child Education Center
723 East Cota Street
Santa Barbara, CA 93101

Contact Person:

Lois Capps

Telephone Number:

(805) 966-9101 ext. 230

Audience Served:

- ____ Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- X At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- X Entire School Population
- ____ Other ____________

Overall School/Program Setting:

The Pregnant Minor and Young Mothers Program is funded by the California Department of Education (Child Development Division, School-Age Parent and Infant Development Program) and is called the PACE Center. The Center is a child care facility with strong parent education and child development components. It serves secondary students of the Santa Barbara School district who are pregnant or parents and their children and offers support services and transportation along with the goals of a completed high school education and career development.

Component Description:

A brochure is enclosed which lists some of the services provided through intra- and inter-agency collaboration. Others include C.A.R.E. (Single parent support at City College) and CAL - Soap which provides academic tutoring. School resources include Vocational Education, Migrant Education, Summer Youth Employment, Regional Occupational Programs, guidance and other school counseling opportunities. The PACE Center works closely with the local Department of Social Services and Department of Health Care Services as well as other community programs and agencies relating to health and social services. The PACE Center Advisory Council meets 3 times a year and offers an opportunity for these collaborating agencies and services to meet.

This School/Program is also listed under the components marked below:

1	2	[✓ 3]	4	5	[✓ 6]	7	[✓ 8]	9	[✓ 10]	[✓ 11]	12	13	14	15	16	17	18	19

Component: 16 Intra-Inter Agency Collaboration

Program: Transition Partnership Program

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:
Michael Mayo

Telephone Number:
(209) 733-6683

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Tulare County Transition Partnership Program is operated collaboratively among three large service groups; (1) Tulare County Department of Education, (2) Department of Rehabilitation, (3) Tulare County Organization for Vocational Education (TCOVE). The County Department of Education Service Area includes 49 school districts with 9 high school districts participating in TCOVE programming.

Component Description:

The Transition Partnership Program started in Tulare County on April 1, 1989. The transition process starts at the middle school level with career awareness and career exploration that is tied into the existing high school program.

Upon entry into high school, students are involved with a JTPA pre-employment skills competency list and then placed into a variety of job training programs. At the end of the student's junior year, an individual transition plan is developed. At that time, all necessary agencies are brought together with the student to plan the student's vocational goals and implementation of these goals. Students need to be Department of Rehabilitation eligible to be enrolled in the Transition Program.

Parent involvement is a major component of transition. This process starts with the IEP when planning long range vocational objectives. The process continues when the student is placed on paid employment and the parent is asked to participate in a variety of job related activities. The ITP is written in conjunction with the IEP and involves the parent and student to form a vocational plan.

Transition brings together the necessary agencies to provide a smooth transition from school to employment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	[✓ 12]	13	14	[✓ 15]	16	[✓ 17]	[✓ 18]	19

Component: 16 Intra-Inter Agency Collaboration

Program: Woodland High School

School Site:

Woodland High School
21 North West Street
Woodland, CA 95695

Contact Person:
Evelia Genera, Head Counselor

Telephone Number:
(916) 662-4678

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
_X_ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Woodland High School is a 3-year comprehensive high school which focuses on preparing students for work, either upon graduation or after addition schooling. The school draws from a large rural area as well as Woodland, and local employment is related to agriculture, manufacturing, or warehousing. The 1342 students are approximately 20% disadvantaged and 6% LEP, with an ethnic distribution of 51% Anglo, 40% Hispanic, 3% Pacific Islander, 2% each American Indian/Alaskan Native and Asian/Middle Eastern, and 1% Black. Eleven percent of the students come from families receiving Aid to Families with Dependent Children.

Within this setting, Woodland High has a student: counselor ratio of 250:1 and a student: FTE vocational teacher ratio of 80:1. In addition, thirty-five vocational courses receive academic graduation credit.

Component Description:

Finding that students rarely follow up on referrals to community agencies, Woodland High School has on-site a Teen Assistance Support Center (TASC), housed in a donated trailer. The TASCenter has scheduled times for a wide variety of community health programs and for peer counselors. Students can easily contact these health professionals, and the center helps alleviate demands on counselors' time.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	[✓ 6]	7	8	[✓ 9]	[✓ 10]	[✓ 11]	12	[✓ 13]	14	[✓ 15]	16	17	18	19

Component: 17 Work Experience Opportunities

Program: Special Education

School Site:

Alhambra High School
150 E Street
Martinez, CA 94553

Contact Person:
Paul Mack

Telephone Number:
(415) 228-7666

Audience Served:

- X Handicapped
- ____ Limited English Speaking
- ____ Pregnant Teen/Teen Parent
- ____ Migrant
- ____ Disadvantaged
- ____ At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- ____ Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- ____ Other ____________________

Overall School/Program Setting:

Alhambra High School has a student population of approximately 900. It has about 80 learning disabled students.

Component Description:

Many of the Special Education students find jobs through the school's work experience program. Commensurate with their interests and abilities, these students find success in a variety of occupations.

Many of these disabled students need extra assistance in developing career awareness and in job placement. Each student is given a thorough vocational assessment that combines interest and ability testing. Each student receives vocational counseling and guidance.

The Special Education staff works closely with project workability, Department of Rehabilitation, and the Private Industry Counsel. A Special Education aide is paid 5 hours per week to transition these students. We work closely with our two local community colleges to prepare qualified students for higher education.

Special Education students have complete access to all vocational programs and are offered assistance on an as-needed basis. Industrial arts classes have purchased videos and other teaching materials to enhance instruction for the disabled students.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	15	16	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:
Karen Dalton-Wemp, Vocational Coordinator

Telephone Number:
(916) 891-2929

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

Work Experience opportunities are many in Butte County. Students in the Severely Handicapped program can participate in community classroom non-paid training which can then lead to a paid experience through WorkAbility I or the Private Industry Council, and supported employment offered through the Department of Rehabilitation. Other disabled students can participate in ROP community classroom non-paid training, WorkAbility I paid training, PIC paid training (during school and during the summer), district Work Experience programs (credits and pay), or private employment with only support from project staff. Students are involved in a wide spectrum of employment from fast food to medical assistant.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: California School for the Deaf

School Site:

California School for the Deaf
39350 Gallaudet Drive
Fremont, CA 94538

Contact Person:
Pat Moore, Career Education/
Vocational Principal

Telephone Number:
(415) 794-3761

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

The California School for the Deaf is part of the State Special Schools Division. there are approximately 475 students enrolled at the school. the Vocational Dept. serves 240 high school students and 20 multi-handicapped high school students. All juniors and seniors are eligible to participate in the on-campus Work Experience Program.

Component Description:

There is a full-time Work Experience Teacher who finds job placements on-campus, trains students on their jobs, performs follow-up, and provides a weekly class for the students. The teacher receives weekly evaluations from the student's employer and the teacher uses these evaluations to develop weekly goals for the student. She also uses this instruction time to teach the students how to calculate wages, to discuss appropriate job habits, etc. Placements occur in positions such as media technician, office aide, teacher's aide, stock clerk, kitchen worker, child care worker, etc. Students receive vocational units towards their diploma for participating in this course and they are paid incentive wages. The math teachers assist the students with banking activities so the students learn how to use a checking and savings account. Guided practice helps students develop appropriate work habits and behaviors and the work experience provides the students with the opportunity to develop an awareness of occupations and of their interests and aptitudes. Approximately 50 students participated in the Work Experience Program during the 1989/1990 school year.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	[✓ 10]	[✓ 11]	12	13	14	15	16	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:
Richard Cook, Voc. Specialist

Telephone Number:
209-299-7211

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Within the Clovis Unified School District, Special Education generally does not participate in the school WEP. The students that do participate in the program are generally the higher-functioning RSP students. These students are able to obtain jobs on their own and are able to maintain themselves adequately so as not to need vocational staff support services.

As students progress through the program, there are two times that special needs students would use our WorkAbility program. 1) During 11th or 12th grades students may be considered for Workability if it is apparent that they may not be able to maintain employment without assistance. 2) Clovis has an extended summer program of hiring students to work for the city and non-profit organizations. There are a number of students that work in private industry, and the WorkAbility Fund is issued for the student. A partnership exists between city, school, county, and private industry to assist students. We also work with the Department of Rehabilitation and funds are often available through OJT.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Del Amigo Continuation

School Site:

Del Amigo High School
189 Del Amigo Road
Danville, CA 94526

Contact Person:
Jack Marlowe

Telephone Number:
(415) 837-3221

Audience Served:

___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Del Amigo is a small continuation high school with an enrollment of between 130 and 150. It serves a suburban area and is fed by three comprehensive academic high schools. The fully accredited school has complete auto shop, wood shop, computer and computer assisted drafting classes as well as a basic academic program including science, math, social studies, language arts, art, newspaper, yearbook and physical education. In the fall of 1990, it will move into an all-new, two million dollar facility.

Component Description:

Del Amigo is part of the excellent Work Experience Support provided by the district. Our Occupational Work Education teacher meets weekly with the students, often bringing in consultants. The weekly lecture is designed to make students more aware of correct on-the-job behavior and job opportunities. The Work Experience Coordinator helps with student field trips to such places as the Ford Plant and NASA. Students are required to attend these meetings for their work permits to be valid.

This School/Program is also listed under the components marked below:

①	②	③	4	⑤	⑥	7	8	9	10	⑪	⑫	13	14	15	16	⑰	18	19

Component: 17 Work Experience Opportunities

Program: Operation Gripp Eagle

School Site:

El Monte Union High School District
3537 Johnson Avenue
El Monte, CA 91731

Contact Person:
Dr. Eugene Platz

Telephone Number:
(818) 444-9005

Audience Served:

- ___ Handicapped
- _X_ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- _X_ Migrant
- _X_ Disadvantaged
- _X_ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

The program is a comprehensive nine point plan designed to motivate at-risk high school students to stay in school by fostering positive relationships with the business community, teachers, peers, and families; emphasizing the importance of education, positive cultural identity and self-esteem as the cornerstone to their success.

The program covers an eleven week period during the summer. It opens with a welcome barbecue and concludes with a graduation ceremony complete with caps and gowns and certificates of completion. Students who successfully complete the program will be transferred to the respective homeschool for matriculation in the comprehensive school program.

Component Description:

Employers who are supportive of the program have been identified throughout the community (mainly in the public sector). Each employer will groom the student in developing positive work ethnic attitudes and skills in a variety of work. (Parks and Recreation, Police Station, City Hall, City Yard Maintenance Division, etc.)

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	[✓ 15]	16	17	18	19

Component: 17 Work Experience Opportunities

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:

Roberta Menn

Telephone Number:

(714) 586-6333 ext. 661

Audience Served:

☒ Handicapped
☐ Limited English Speaking
☐ Pregnant Teen/Teen Parent
☐ Migrant
☐ Disadvantaged
☒ At-Risk Youth
☐ Displaced Homemaker
☐ Incarcerated
☒ Adult Education
☐ Alternative Ed. (academies, continuation HS, Etc.)
☐ Entire School Population
☐ Other ______________________

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at-risk.

Component Description:

Both on-the-job training and competitive employment at local businesses provide students with the opportunity to train as:

1. Food Service Personnel
2. Dining Room Attendant
3. Bell Person
4. Laundry Room Attendant
5. Custodian's Helper
6. Gardener's Helper
7. Stock Clerk
8. Grooming/Kennel Assistant
9. Office Clerk
10. Assembly/Small parts
11. Packaging
12. Box Boy
13. Child Care Aide

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

- ☒ Handicapped
- ☒ Limited English Speaking
- ☒ Pregnant Teen/Teen Parent
- ☒ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☒ Entire School Population Expulsion
- ☐ Other ____________

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Our district has one work experience instructor. This person conducts a class at our site once a week. This person keeps us informed as to the students' progress and or needs. When credits have been earned, they are turned in to be posted on their transcripts.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	17	[✓ 18]	[✓ 19]

Component: 17 Work Experience Opportunities

Program: Project Horizons

School Site:

Project Horizons (WorkAbility)
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Contact Person:

Beverly Huff

Telephone Number:

(714) 651-0444

Audience Served:

X Handicapped
X Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
X Other Special Education

Overall School/Program Setting:

Project WorkAbility, known as Horizons in the Irvine Unified School District, entered into a joint powers agreement with the City of Irvine and Saddleback Valley Unified School District to provide career-vocational education services to 10th, 11th, and 12th grade Special Education students.

Component Description:

WorkAbility has access to the following job development services: EDD job orders; computerized job bank provided by the City of Irvine; Job Developer funded by a Community Block Grant; Business liaison who networks with the business community to increase support for the program; Coastline ROP Job Developer. As job openings become available, they are placed in a job bank used exclusively for WorkAbility students. Computerized listings are provided at weekly staff meetings. Staff members identify jobs appropriate from participants and prepare them for interviews. One hundred eighty-five employers participated in the WorkAbility program in 1990.

A majority of job placements fall into the following three categories: retail/sales, services, and stocking/handling. Placement in public sector jobs was well below 10%. All participants working in the community are enrolled in work experience.

Because worksite training or employment is concurrent with classroom training, extensive follow-up is offered during the program. Program staff members conduct job site visitations and phone conferences with the employers to gain information regarding students' skill and work adjustment.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 17 Work Experience Opportunities

Program: Job Readiness

School Site:

Live Oak High School
Morgan Hill Unified School District
P.O. Box 927
Morgan Hill, CA 95038-0927

Contact Person:
Carol Zepecki

Telephone Number:
408-779-5272

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
_X_ Other Special Education

Overall School/Program Setting:

The Morgan Hill Unified School District is a K-12 district in the Santa Clara Valley south of San Jose, California. 8,600 students are served in eight elementary schools, two middle schools, one comprehensive high school and one continuation high school. Approximately 800 students receive Special Education services in special class, resource specialist and speech and language specialists programs.

Special Education students in grades 10-12 are enrolled at Live Oak High School, the district's comprehensive high school. The Special Education program at this site functions through a departmentalized approach with five staff members providing support and academic coursework to 80-125 students.

The staff at the high school has been involved for over ten years in a process that includes job placement for student graduates. During the past four years, they have formalized this process. As a result, the majority of students leaving the program at Live Oak have had some opportunity to work, have a program plan for future employment, and have the necessary skills to keep a job.

Component Description:

WorkAbility provides funds for a job developer, curriculum materials and stipends for students. For the past four years, 12-14 students per year have participated in supported employment. Another 20 or more students work at paid positions. Some students find their own jobs, while others are assisted by the staff and job developer. A job coach is available to assist students on the job.

The staff assesses students on a regular basis and makes contact with local employers in order to assist students to obtain jobs most suitable for them. All employed students participate in a Job Club during which time the staff helps them work out any problems that they might be having on the job. Often students employed through stipends are later hired. Several students have continued to work in the same job after graduation.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	7	8	9	10	11	[✓ 12]	13	14	[✓ 15]	[✓ 16]	17	18	19

Component: 17 Work Experience Opportunities

Program: Partnership for Youth Employment Project

School Site:

Richmond Unified School District
1250 23rd Street
Richmond, CA 94804

Contact Person:

Anthony Guiton, Project Coordinator

Telephone Number:

(415) 232-2656

Audience Served:

___ Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Partnership Project serves the low-income, high-risk seniors in the Richmond Unified School District. Students can enroll at any time during their senior year and be placed at a variety of work sites within the community following individualized training in job acquisition/retention skills.

Component Description:

Students have been placed in clerical/secretarial, apprenticeship, retail sales, and banking positions with companies such as Kaiser-Permanente, Macy's, Wells Fargo, the Social Security Administration, and over 30 other small businesses in the area.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	7	8	9	10	[✓ 11]	12	13	14	15	16	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Tulare County Department of Education

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:

Michael Mayo

Telephone Number:

(209) 733-6683

Audience Served:

_X_ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
____ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ______________________

Overall School/Program Setting:

The Tulare County Department of Education is a county office that provides work training programs to 9 high school districts (13 high schools) and 2 learning centers for the severely handicapped. The overall program is comprised of career awareness pre-employment skills, JTPA work experience, WorkAbility and the Transition Partnership Program.

Component Description:

The unpaid work experience is done at the high schools as part of the planned school curriculum. The Department of Education works with the classroom teacher through its Job Placement Specialist assisting them with a JTPA pre-employment skills competency list. Students are then placed in public sector paid work experience which is usually on a school site. This allows the teacher and Job Placement Specialist an opportunity to assess the student's job potential in a sheltered environment.

The students are then assessed with the JTPA pre-employment skills competency list to show growth. The student can repeat the process or graduate to WorkAbility depending on the student's vocational progress.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	[✓ 12]	13	14	[✓ 15]	[✓ 16]	17	[✓ 18]	19

Component: 17 Work Experience Opportunities

Program: Ventura High School

School Site:

Ventura High School
2155 E. Main Street
Ventura, CA 93001

Contact Person:

Marjorie Hanson, Adult & Continuing Ed.

Telephone Number:
(805) 650-8570

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☐ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other ____________

Overall School/Program Setting:

The Special Adult Vocational Education Program (S.A.V.E.) is designed to offer an enriched vocational education opportunity to special education students in grades 9-12. The program is spread through a 4-phase continuum.

It offers a variety of job awareness/work skills opportunities regardless of handicap. Students are enrolled in one to three periods per day in S.A.V.E.

Students may participate in all four phases of the program, or just one, depending on need, readiness and skill level.

This is a district-wide program funded through Adult and Continuing Education.

Component Description:

Students are first enrolled in a self-awareness/occupational awareness class. As assessments and counseling indicate, they are then placed in a variety of on-campus positions with varied degrees of independence and duties. Phase three is placement in off-campus non-paid positions within the community. With continued staff support and job training, students are transitioned, when ready, into competitive employment in their last year of high school.

The program goal is a better chance at successful permanent placement as an adult. The placement in each phase is based on assessment and readiness, not on grade level. Special Education teachers are involved in placements. One Vocational Education coordinator at each high school site oversees all phases, and a Vocational Specialist from Adult & Continuing Education coordinates the overall program.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	17	[✓ 18]	19

Component: 18 Job Placement Services

Program: Special Education

School Site:

Alhambra High School
150 E Street
Martinez, CA 94553

Contact Person:

Paul Mack

Telephone Number:

(415) 228-7666

Audience Served:

- _X_ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________

Overall School/Program Setting:

Alhambra High School has a student population of approximately 900. It has about 80 learning disabled students.

Component Description:

Many of the Special Education students find jobs through the school's work experience program. Commensurate with their interests and abilities, these students find success in a variety of occupations.

Many of the disabled students need extra assistance in developing career awareness and in job placement. Each student is given a thorough vocational assessment that combines interest and ability testing. Each student receives vocational counseling and guidance.

The Special Education staff work closely with project workability, Department of Rehabilitation, and the Private Industry Counsel. A Special Education aide is paid 5 hours per week to transition these students. We work closely with our two local community colleges to prepare qualified students for higher education.

Special Education students have complete access to all vocational programs and are offered assistance on an as needed basis. Industrial arts classes have purchased videos and other teaching materials to enhance instruction for the disabled students.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	12	13	14	15	16	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Transition Services

School Site:

Butte County Office of Education/ROP
P. O. Box 240
Durham, CA 95938-0240

Contact Person:

Karen Dalton-WempVocational Coordinator

Telephone Number:

(916) 891-2929

Audience Served:

X___ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
X___ Disadvantaged
X___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

Butte County Office of Education, Regional Occupational Program, and the Transition Services programs are county office of education programs serving 6 high school districts in rural Butte County. The participating districts are Gridley, Biggs, Durham, Oroville (2 high schools), Paradise (1 high school, 1 continuation school), Chico (2 high schools, 1 continuation school), and Butte County Office of Education Programs (1 Communicatively Handicapped high school class, 2 Severely Handicapped school sites, and 3 secondary independent study programs). A total of 400 secondary special needs students and 100 high risk students are served through a network of ROP offerings, Transition Services (WorkAbility I, JTPA Transition Partnership Project). The projects are centered in the ROP office and staff travels to and provides services for the students at their home schools.

Component Description:

WorkAbility I provides a job developer who meets with the student, teacher, and parent to determine job needs. The job developer then makes contact with potential employers to set up a relationship with the employer. Students are required to apply and interview, as would any other potential employee, with appropriate support from the job developer. The job developer then monitors the student at least once a week to ensure a smooth training period. In addition, through the Department of Rehabilitation, contracts have been developed with local supported employment agencies to supply a job coach for those students with more extensive needs. The local Private Industry Council works cooperatively with the projects to offer training sites through their program and uses their own job developer. We supply the support while the student is at the site. Students are referred to WorkAbility I via a referral from the teacher.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: California School for the Deaf

School Site:

California School for the Deaf
39350 Gallaudet Drive
Fremont, CA 94538

Contact Person:

Pat Moore, Career Education/Vocational Principal

Telephone Number:

(415) 794-3761

Audience Served:

- _X_ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________________

Overall School/Program Setting:

The California School for the Deaf (CSDF) is part of the State Special Schools Division. There are approximately 475 students enrolled at the school. The Vocational Dept. serves 240 high school students and 20 multi-handicapped high school students. All juniors and seniors are eligible to participate in the off-campus job placement program which is called the "Hire Learning Program."

The "Hire Learning Program" was selected as the outstanding program of the year by the Alameda County Transition and Employment Board during the spring of 1989. We had a 90 percent successful placement during that year and it looks like we will have the same this year. Five years ago we had 99 percent failure rate. By providing the students with a developmental approach (on-campus work, Career Exploration Class, and off-campus work), we have been able to meet their needs..

Component Description:

There is a full time Job Placement Teacher who is funded partially by the Alameda County Transition and Employment Board and partially by CSDF. Employment opportunities are developed for students who possess the appropriate work habits and attitudes needed to work successfully. The students work part-time during the school year. The students must agree to follow their employer's work schedule and work rules.

The Job Placement Teacher assists with training students on their jobs and training employers how to work with hearing impaired students. The Job Placement Teacher is available at any time to problem solve situations which occur with the students.

The Job Placement Teacher conducts a Wednesday night Job Club, a meeting all students are required to attend, to discuss problems they are having on their jobs and to assist each other with problem solving techniques. Other activities which take place during this meeting are: writing notes to employers about school holidays which will result in students taking off from work, buying bus passes, planning for annual Employers Award Ceremony, etc.

The Job Placement Teacher is responsible for interpreting for the students during job interviews, assisting the students when they fill out job applications, travel, training the student, training the student on the job, following up on the student's progress, interpreting for the student during job evaluation sessions, and assisting the student with problem solving.

A Job Coach works with the Job Placement Teacher to assist with the functions listed above. The Job Coach is funded partially through the WorkAbility Grant and the Carl Perkins Grant.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	[✓ 10]	[✓ 11]	12	13	14	15	16	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Capistrano-Laguna ROP

School Site:

Capistrano-Laguna Beach ROP
31522 El Camino Real
San Juan Capistrano, CA 92675

Contact Person:
Eleanor Weghorst

Telephone Number:
(714) 496-3118

Audience Served:

- ___ Handicapped
- _X_ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- _X_ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- _X_ Other ___ Career & Vocational Education

Overall School/Program Setting:

Capistrano-Laguna Beach Regional Occupational Program is an occupational skills training and career preparation program located in south Orange County. The program serves two school districts and provides instruction to about 3,000 youth and adults each year. Approximately 15% of the student population is Limited-English-Proficient and 5% have other special needs. Classes are offered in horticulture and animal science, automotive, business and retail, computer science, health occupations, service and trade &industry.

Component Description:

Career and placement advisors are available at the main ROP site to advise both English speaking and ESL students on positions available within the local area. Both advisors maintain contact with local employers and agencies to keep the list of job openings current. This list is computerized and disseminated also to high school sites.

Personal and videotaped seminars (on job searching and success) are a part of each class curriculum.

A Job Fair is held annually, giving local employers and students the opportunity to meet and discuss employment possibilities.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	[✓ 13]	14	15	16	17	18	[✓ 19]

Component: 18 Job Placement Services

Program: Jobs for Centinela's Graduates

School Site:

Centinela Valley Union High School District
14901 Inglewood Avenue
Lawndale, CA 90260

Contact Person:
Richard Malek, Director of Vocational Education

Telephone Number:
(213) 970-7731

Audience Served:

____ Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
_X_ Disadvantaged
_X_ At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
____ Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
____ Other ____________________

Overall School/Program Setting:

Centinela Valley Union High School District is located in the greater Los Angeles area. The district is 85 percent minority. Jobs for Centinela Graduates is a School to Work Transition Program based on the nationally acclaimed Jobs for America's Graduates (JAG). Centinela Valley Union High School District initiated the JAG Program in September of 1989. Approximately three hundred seniors, and one hundred ninth and tenth grade students are served at Leuzinger and Hawthorne High Schools. Each of the eight specialists is assigned a minimum of fifty clients.

The JAG Program consists of instruction in 33 employment abilities, a motivational, vocational oriented student career association, and job development, and placement assistance provided by the eight Job Specialists. Follow-up support is provided for during the first nine months following high school graduation. Among the 33 activities studied are: Career Planning, Decision Making, Job Search and Interviewing, Job Keeping Skills, Work Relevant Attitudes, Basic Academics, Leadership, and Personal Development.

Component Description:

During the course of the school year our Job Specialists will provide their students with:

- Intensive personal coaching
- Appropriate remediation in basic skills instruction
- A comprehensive program of activities which provide the skill levels needed to meet JAG employment related opportunities.
- Motivational activities intended to provide recognition for success gained while in school and on the job.
- An opportunity for a full-time or part-time job, nine full months of follow-up to ensure that the job has career potential, and to solve problems which may occur on the job.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	17	18	19

Component: 18 Job Placement Services

Program: Clovis High School

School Site:

Clovis High School
1055 Fowler Avenue
Clovis, CA 93612

Contact Person:

Richard Cook, Voc. Specialist

Telephone Number:

209-299-7211

Audience Served:

X Handicapped
____ Limited English Speaking
____ Pregnant Teen/Teen Parent
____ Migrant
____ Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Special Education

Overall School/Program Setting:

The Clovis Unified School District is comprised of 2 intermediate and 3 high schools. The programs Clovis Unified offers to the Special Education population is diverse. The main thrust is to work with the Special Day Class population. The learning Handicapped and resource students are able to make use of the program through the IEP/ITP process. All of these students are assessed and counseled through the Vocational-Career Department. This past year we have made available our services to the physically handicapped (that are not IEP-handicapped) and to those that are at-risk students.

The mainstream settings are all public sector placements. Through our (OCJ) On-Campus-Jobs and (OCE) Off-Campus-Exploration, we utilize regular job sites. We feel that reproducing the real work world and working with the regular general population has greater benefits than placing them in highly controlled environments.

Component Description:

Job placement services for Clovis Unified School District come in the form of referrals. The Career-Center on Campus lists information received and students are encouraged to apply personally for those positions. Through the Special Education Vocational Program, students are able to participate in practical experiences. Referring students to the Department of Rehabilitation could enable the student to receive job placement assistance and OJT funds. Through Special Education, WorkAbility funds are sometimes available to assist students. Students must participate in vocational assessments to determine fields of interest.

Students may participate in their job searches within the Vocational-Career Center by receiving assessment, counseling, referrals, and job training. The students who participate in the program are able to participate in the program throughout their school years, and are often able to locate part-time work.

The school district is becoming aggressive in working with the local community in order to secure employment experiences for special needs students. Through our data base, we are able to target those students who need and would benefit from employment and experience.

This School/Program is also listed under the components marked below:

[✓ 1]	2	[✓ 3]	[✓ 4]	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Transition Services Department

School Site:

Coastline ROP
1001 Presidio Drive
Costa Mesa, CA 92626

Contact Person:
Corinne Beacham

Telephone Number:
(714) 979-1955

Audience Served:

- X Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- ___ Migrant
- X Disadvantaged
- X At-Risk Youth
- X Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- X Entire School Population
- ___ Other ___

Overall School/Program Setting:

Coastline is a joint powers ROP covering 280 square miles in Orange County. It operates over 40 different occupational programs with multiple sections in five school districts, 19 high schools, 5 continuation schools and 5 special adult schools. During the 1988-89 school year CROP served 5998 secondary and adult students.

The Transition Services Department was initiated in 1975 with one, thirty-hour week director to help mainstream students with special needs into the occupational programs. Currently, the department has grown to include seven full-time members who have a comprehensive and extensive backgrounds in vocational special needs.

Component Description:

The ROP employs one full-time Job Placement Specialist and one Job Developer. The Placement Specialist receives all incoming job listings, catalogs, and files and distributes them to appropriate personnel. Students meet individually with the Placement Specialist for job referrals. The Placement Specialist also goes out to many of the classes and conducts placement interviews at that site. The Job Developer works with those who need long-term or more intensive services. The Job Developer conducts job club activities for those in need of additional assistance.

This School/Program is also listed under the components marked below:

[✓ 1]	2	3	4	5	6	[✓ 7]	8	9	10	11	12	[✓ 13]	14	[✓ 15]	[✓ 16]	17	18	19

Component: 18 Job Placement Services

Program: Duncan Polytechnical High School

School Site:

Duncan Polytechnical High School
4330 East Garland Avenue
Fresno, CA 95326

Contact Person:
Corey Mimura

Telephone Number:
(209) 441-3304

Audience Served:

- ☐ Handicapped
- ☐ Limited English Speaking
- ☒ Pregnant Teen/Teen Parent
- ☒ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☒ Entire School Population
- ☒ Other ROP

Overall School/Program Setting:

Duncan Polytechnical High School is a 4-year Vocational Magnet school drawing students from several districts in the Fresno area. The students are 85% high-risk and are admitted on an application basis. The school is organized into 5 career cluster departments: agriculture, business, trade and industry, public service and health. Duncan Polytechnical High School is made up of 800 full-time and 700 part-time students.

Component Description:

Job Developer Position: The Job Developer goes into the community, reviews want-ads, calls on businesses, and attends job fairs to find jobs for students. The Job Developer: lists job opportunities on a job board; visits senior classes weekly to teach employability skills and report on new job listings; and assists students in finding part-time jobs during the school year and full-time jobs for summer that relate to his/her area of vocational interest. Students are counseled on resume writing, telephone skills, application completion and interviewing skills. Time is allotted for special attention to LEP and migrant students, especially during the application process. During the second semester, all seniors have an individual meeting with the Job Developer to make sure that they have employment upon graduation. Over the last three years, the placement rate has been 98% for graduating seniors.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Component: 18 Job Placement Services

Program: El Cajon High School

School Site:

El Cajon Valley High
1035 E. Madison
El Cajon, CA 92021

Contact Person:

Dawn Miller

Telephone Number:

(619) 579-5855

Audience Served:

- ☒ Handicapped
- ☒ Limited English Speaking
- ☒ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☒ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☐ Adult Education
- ☒ Alternative Ed. (academies, continuation HS, Etc.)
- ☒ Entire School Population
- ☐ Other ______________________

Overall School/Program Setting:

The community served by El Cajon Valley High School is essentially blue collar with the major occupations estimated to be 10% professional, 10% semiprofessional, 40% skilled trades, 30% unskilled labor, and 10% miscellaneous. The ethnic distribution of El Cajon Valley's 1760 students is approximately 75% white, 16% Hispanic, 5% Asian or Pacific Islander, 3% Black, 1% American Indian. This cultural diversity is further illustrated by the fact that our campus serves over 24 different language variations. In addition, 7% of the student body has learning handicaps, and approximately 25% of our population are AFDC recipients.

Component Description:

Besides a very active calendar with respect to speakers from local business and industry, the Guidance Department orchestrates the following career-related student experiences designed to acquaint students with the labor market:

Summer Youth Program
Work Experience
Exploratory Work Experience Job Shadowing
ROP
Career Development Center
Job Corps
Workability Program for Special Education Students

This School/Program is also listed under the components marked below:

1	2	3	4	5	[✓ 6]	7	8	9	10	[✓ 11]	12	[✓ 13]	14	15	[✓ 16]	17	18	19

Component: 18 Job Placement Services

Program: Special Education Service/MF Program

School Site:

El Toro High School
25255 Toledo Way
El Toro, CA 92630

Contact Person:
Roberta Menn

Telephone Number:
(714) 586-6333 ext. 661

Audience Served:

- ☒ Handicapped
- ☐ Limited English Speaking
- ☐ Pregnant Teen/Teen Parent
- ☐ Migrant
- ☐ Disadvantaged
- ☒ At-Risk Youth
- ☐ Displaced Homemaker
- ☐ Incarcerated
- ☒ Adult Education
- ☐ Alternative Ed. (academies, continuation HS, Etc.)
- ☐ Entire School Population
- ☐ Other

Overall School/Program Setting:

El Toro High School is a comprehensive four year high school drawing students from the local Saddleback Valley area. The students in this class include both high school students who have been designated as special needs and adults who are handicapped or at risk.

Component Description:

After students have been successful at on-the-job-training sites, they are encouraged to fill out applications for paid employment. Teachers assist with applications, setting up interviews, setting up initial work schedules and check on students to make sure they have no problems interfacing with personnel at the job site. Students have the opportunity to enroll in a cooperative class to obtain continued on-site instructor visitation and classroom instruction for high school credit.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	[✓ 7]	8	[✓ 9]	[✓ 10]	[✓ 11]	[✓ 12]	[✓ 13]	[✓ 14]	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:

Ingrid Larsen

Telephone Number:

(619) 245-4254

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
X Migrant
X Disadvantaged
X At-Risk Youth
____ Displaced Homemaker
____ Incarcerated
____ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
____ Entire School Population
X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

To improve the employment opportunities for these youth, San Bernardino County ROP/Career and Human Services unit conducts a county-wide competency-based PRE-EMPLOYMENT/WORK MATURITY SKILLS TRAINING AND TRYOUT EMPLOYMENT program for JTPA eligible youth, 16-21 years of age. The program will include Career Planning, Interpersonal Skills, Development, and Job Search Skills procedures, as well as teaching the importance of punctuality, attendance, the ability to get along with co-workers and supervisor, and positive work attitudes and habits.

Careers and vocational assessment is provided to help each participant identify his or her interests, abilities and aptitudes. Individualized education and employment plans are developed, providing each participant with a "Career Passport."

The TRYOUT EMPLOYMENT component consists of job development and placement in employment settings, and supervision and monitoring of WORK MATURITY development. A TRYOUT position will not exceed 200 hours and compensation will be provided to the participant by the San Bernardino County ROP. Placement is made with the clear understanding by the employer that the youth, having successfully completed the subsidized TRYOUT period, will be retained on an unsubsidized basis.

ROP will work closely with the program and coordinate efforts with existing Work Experience and placement programs.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	18	[✓ 19]

Component: 18 Job Placement Services

Program: Tutorial Assistance Program for Vocational Education Students

School Site:

Lassen Union High School District
1110 Main Street
Susanville, CA 96130

Contact Person:
Sue Fincher, Coordinator

Telephone Number:
(916) 257-2141

Audience Served:

X Handicapped
X Limited English Speaking
X Pregnant Teen/Teen Parent
___ Migrant
X Disadvantaged
X At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
X Alternative Ed. (academies, continuation HS, Etc.)
X Entire School Population
___ Other ___

Overall School/Program Setting:

Lassen Union High School District includes Lassen High School (9-12, population 850-950, comprehensive), Credence High School (9-12, population 75-100, continuation), and the Alternative Learning Center (9-12, population 20-25).

We are in a rural setting serving students from as far away as 60 miles. Each of our students may be considered disadvantaged, due to the lack of services and resources available to students in larger urban areas. Demographics are unavailable, but we we know that most of our students are high risk students and the dropout rate was considerable.

Component Description:

The local business community is linked to all of our programs mentioned through our vocational education advisory committee, the WorkAbility program, and the Work Experience program. In addition to participating by employing our students, the business community provides us with "mock" interviews for our WorkAbility program, judges for our Vocational Skills Olympics, and allow us to take students on tours of their facilities. This school/community relationship is of benefit to our school, our community, and, above all, our students.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	[✓ 6]	7	8	9	10	11	12	13	14	15	[✓ 16]	17	18	19

Component: 18 Job Placement Services

Program: Mission Hills ROP, Model Assessment Program

School Site:

Salinas Union High School District
Mission Trails ROP
867 E. Laurel Drive
Salinas, CA 93905

Contact Person:
Patrick Keating, Vocational Coordinator

Telephone Number:
(408) 753-4209

Audience Served:
- _X_ Handicapped
- ___ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- _X_ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- ___ Other ______________

Overall School/Program Setting:

Mission Trails ROP is a joint powers program serving all 7 districts in Monterey County. The Salinas programs serve students from Salinas, North County and Gonzales. Salinas presently offers 24 programs in agriculture, business, trade and industry, health and home economics. Salinas programs have 1400 students of which 940 are high school and 460 are adults. Mission Trails ROP has 2600 students county-wide.

Component Description:

Workability II program is a joint program with the Department of Rehabilitation. As the capstone of our assessment program, all Special Education students who have enrolled in or completed a ROP program are given the opportunity to receive job placement and/or further training from the Department of Rehabilitation. A transition plan is formulated outlining procedures and responsibilities which will enable the client to reach his/her goal.

Jobs are developed by the job placement specialist and students are placed according to their training and skills. 95 percent of the students in Workability II are placed in jobs or advanced training according to the plan developed by the client, Workability II and the Department of Rehabilitation. Services may include transportation, uniforms, special equipment, books and supplies, job search, college placement testing, college fees, OJT and identification for Targeted Job Tax Credit.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	3	4	5	6	[✓ 7]	8	[✓ 9]	10	11	12	13	14	[✓ 15]	16	17	18	19

Component: 18 Job Placement Services

Program: Partnership for Youth Employment Project

School Site:

Richmond Unified School District
1250 23rd Street
Richmond, CA 94804

Contact Person:
Anthony Guiton, Project Coordinator

Telephone Number:
(415) 232-2656

Audience Served:

- ____ Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- ____ Migrant
- X Disadvantaged
- X At-Risk Youth
- ____ Displaced Homemaker
- ____ Incarcerated
- ____ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- ____ Entire School Population
- ____ Other ____________________

Overall School/Program Setting:

The Partnership Project serves the low-income, high-risk seniors in the Richmond Unified School District. Students can enroll at any time during their senior year and be placed at a variety of work sites within the community following individualized training in job acquisition/retention skills.

Component Description:

The counselors learn what is available in the community by attending networking functions sponsored by the Employment Development Department, the local Chamber of Commerce, and other business organizations. They also check the local papers for employment possibilities. Some employers with whom the Partnership Project has established an on-going relationship will call when they have positions available. Normally, the Partnership contacts the employer and arranges an interview date for the student. In some cases, the partnership is able to subsidize the student's training period at minimum wage for up to 200 hours.

This School/Program is also listed under the components marked below:

1	2	3	4	[✓ 5]	6	7	8	9	10	[✓ 11]	12	13	14	15	16	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Tulare County Department of Education

School Site:

Tulare County Department of Education
Education Building
County Civic Center
Visalia, CA 93291

Contact Person:
Michael Mayo

Telephone Number:
(209) 733-6683

Audience Served:

_X_ Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ___________________

Overall School/Program Setting:

The Tulare County Department of Education is a county office that provides work training programs to 9 high school districts (13 high schools) and 2 learning centers for the severely handicapped. The overall program is comprised of career awareness pre-employment skills, JTPA work experience, WorkAbility and the Transition Partnership Program.

Component Description:

Students are placed in paid work sites in the public sector through JTPA work experience.

The second phase of job placement is WorkAbility. The program provides paid employment for students in the private work sector at $4.25 per hour.

The Job Placement Specialists make the initial contact with the employer. Since they have been involved with the student in work experience, they have a working knowledge of the student's abilities. The Job Placement Specialist then works with the student as needed until the student can work independently.

During the 1988-89 school year, we served 205 students which resulted in 110 worksite placements and 46 unsubsidized jobs. This school year we are anticipating 130+ placements.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	[✓ 9]	10	11	[✓ 12]	13	14	[✓ 15]	[✓ 16]	[✓ 17]	18	19

Component: 18 Job Placement Services

Program: Ventura High School

School Site:

Ventura High School
2155 E. Main Street
Ventura, CA 93001

Contact Person:

Margorie Hanson, Adult & Continuing Ed.

Telephone Number:

(805) 650-8570

Audience Served:

X Handicapped
___ Limited English Speaking
___ Pregnant Teen/Teen Parent
___ Migrant
___ Disadvantaged
___ At-Risk Youth
___ Displaced Homemaker
___ Incarcerated
___ Adult Education
___ Alternative Ed. (academies, continuation HS, Etc.)
___ Entire School Population
___ Other ______________________

Overall School/Program Setting:

The Special Adult Vocational Education Program (SAVE) is designed to offer an enriched vocational education opportunity to special education students in grades 9-12. The program is spread through a 4-phase continuum.

It offers a variety of job awareness/work skills opportunities regardless of handicap. Students are enrolled in one to three periods per day in S.A.V.E.

Students may participate in all four phases of the program, or just one, depending on need, readiness and skill level.

This is a district-wide program funded through Adult and Continuing Education.

Component Description:

Students are first enrolled in a self-awareness/occupational awareness class. As assessments and counseling indicate, they are then placed in a variety of on-campus positions with varied degrees of independence and duties. Phase three is placement in off-campus non-paid positions within the community. With continued staff support and job training, students are transitioned, when ready, into competitive employment in their last year of high school.

The program goal is a better chance at successful permanent placement as an adult. The placement in each phase is based on assessment and readiness, not on grade level. Special Education teachers are involved in placements. One Vocational Education Coordinator at each high school site oversees all phases, and a Vocational Specialist from Adult & Continuing Education coordinates the overall program.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	[✓ 12]	13	14	15	16	[✓ 17]	18	19

Component: 19 Follow-Up of Graduates and Non-Graduates

Program: Capistrano-Laguna Beach ROP

School Site:

Capistrano-Laguna Beach ROP
31522 El Camino Real
San Juan Capistrano, CA 92675

Contact Person:

Eleanor Weghorst

Telephone Number:

(714) 496-3118

Audience Served:

- ___ Handicapped
- _X_ Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- ___ Migrant
- ___ Disadvantaged
- ___ At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- _X_ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- _X_ Other Career & Vocational Education

Overall School/Program Setting:

Capistrano-Laguna Beach Regional Occupational Program is an occupational skills training and career preparation program located in south Orange County. The program serves two school districts and provides instruction to about 3,000 youth and adults each year. Approximately 15% of the student population is Limited-English-Proficient and 5% have other special needs. Classes are offered in horticulture and animal science, automotive, business and retail, computer science, health occupations, service and trade & industry.

Component Description:

Instructors compile information on each graduating student at the end of the course to include plans for continuing education, employment, etc. Staff follows up with non-graduating students to ascertain ongoing information on job attainment and education. All students are also asked for input on program content and possible improvements.

Staff compiles an overall survey showing placement in each class and hours completed etc. Student input is surveyed and utilized in planning classes for following semesters.

This School/Program is also listed under the components marked below:

1	2	3	4	5	6	7	8	9	10	[✓ 11]	12	[✓ 13]	14	15	16	17	[✓ 18]	19

Component: 19 Follow-Up of Graduates and Non-Graduates

Program: Desert Educational Clinic

School Site:

Desert Educational Clinic
High Desert High School
15733 First Sreet
Victorville, CA 92392

Contact Person:
Ingrid Larsen

Telephone Number:
(619) 245-4254

Audience Served:

- X Handicapped
- X Limited English Speaking
- X Pregnant Teen/Teen Parent
- X Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- X Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- X Other Expulsion

Overall School/Program Setting:

Victor Valley is situated in the high desert, approximately 100 miles North of Los Angeles. It is a tri-valley with the major towns being Victorville, Apple Valley and Hesperia, the total upper desert population being about 150,000.

The Desert Educational Clinic is part of the Victor Valley Union High School District. It is a regional program (able to serve students out of the district) providing an alternative educational program for dropouts and expelled students who wish to return to an academic program. It is located at an alternative school site which includes independent study and continuation schools. Students attending are 12-19 years old and are ethnically 69 percent Anglo, 15.9 percent Latin American, 8.7 percent Black, 4.8 percent Asian and 1.6 percent other.

Component Description:

Evaluation is required by the California Department of Education and performed by SRA associates. The information is gathered, maintained and submitted by the coordinator. The gathered information is used in combination with other programs when the state reports statistics on High Risk and Dropout Youth. So, detailed current and follow-up records are tediously kept. We change, grow and develop wherever needed. We are proud of our success and have succeeded by reducing dropout rates.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	[✓ 4]	[✓ 5]	6	[✓ 7]	8	[✓ 9]	10	[✓ 11]	[✓ 12]	[✓ 13]	14	[✓ 15]	16	[✓ 17]	18	19

Component: 19 Follow-Up of Graduates and Non-Graduates

Program: LIBERTY (Leadership in Business Education Requires Training Youth)

School Site:

Reedley High School
675 W. Manning Avenue
Reedley, CA 93654

Contact Person:
Virginia Boone

Telephone Number:
(209) 637-1200

Audience Served:

- ___ Handicapped
- X Limited English Speaking
- ___ Pregnant Teen/Teen Parent
- X Migrant
- X Disadvantaged
- X At-Risk Youth
- ___ Displaced Homemaker
- ___ Incarcerated
- ___ Adult Education
- ___ Alternative Ed. (academies, continuation HS, Etc.)
- ___ Entire School Population
- X Other Business Education Students

Overall School/Program Setting:

Reedley High School, with 1571 students, is the only comprehensive high school of Kings Canyon Unified School District, located in rural eastern Fresno County. The LIBERTY (Leadership in Business Education Requires Training Youth) program targets 100 Hispanic and/or low income socio-economic status students, typically underrepresented in college and challenging employment. The purpose of the program is to increase academic achievement and college/career aspirations. The program consists of a four day leadership camp and of community participation during the school year.

Component Description:

Program graduates and non-graduates will be followed by the lead teacher of the Business Education Department. Yearly statistical reports from community colleges, the California State University system and the University of California system on student GPAs, major fields of study and entrance placement tests will be maintained by the assistant principal of student services, and confidentiality will be protected. Anonymous summaries will be shared with the Business Education staff and Advisory Committee.

A survey and anecdotal responses will be collected when the fifth year class reunion notices are sent to all graduates. Data assembled from this will identify what the students have been doing during the last five years since graduation, what the students studied in high school and which courses they would take if they could repeat their high school course of study. The lead teacher of the business education department will collect the data and share summary results with the Business Education Advisory Committee to make changes in the program.

This School/Program is also listed under the components marked below:

[✓ 1]	[✓ 2]	[✓ 3]	4	5	6	[✓ 7]	8	9	10	[✓ 11]	[✓ 12]	13	14	[✓ 15]	[✓ 16]	17	18	19

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